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ANNUAL REPORT
OF THE
PUBLIC AND HIGH,
ALSO OF THE
NORMAL AND MODEL SCHOOLS
OF THE
PROVINCE OF ONTARIO.
1877.

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(ANNUAL) REPORT

OF THE

PUBLIC AND HIGH,

ALSO OF THE

NORMAL AND MODEL SCHOOLS

OF THE

PROVINCE OF ONTARIO,

FOR THE YEAR 1877,

WITH APPENDICES,

BY THE MINISTER OF EDUCATION.


Printed by Order of the Legislative Assembly.



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CONTENTS.

PART I.—GENERAL REPORT.

	PAGE.
INTRODUCTION	
I. TABLE A.—Receipts and Expenditure of Public School Moneys.....	3
II. TABLE B.—School Population ; Ages of Pupils ; Pupils attending Public Schools ; Average Attendance	4
III. TABLE C.—Number of Pupils in the different branches of Instruction.....	4
IV. TABLE D.—Religious Denominations ; Certificates ; Annual Salaries of Teachers...	4
V. TABLE E.—School Sections ; School-houses and Titles ; School Visits ; School Lectures ; School Examinations and Recitations ; Prizes ; Time of keeping open the Schools ; Prayers ; Maps ; Value of School Pro- perty, &c.	6
VI. TABLE F.—Roman Catholic Separate Schools.....	7
VII. TABLE G.—High Schools ; Receipts and Expenditures ; Pupils ; Fees.....	7
VIII. TABLE H.—Number of Pupils in the various branches—-and Miscellaneous infor- mation ; Head Masters and their Universities.....	8
IX. TABLE I.—Normal and Model Schools.....	8
X. TABLE J.—Free Public Libraries	9
XI. TABLE K.—SUMMARY OF THE MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR	10
(1) Table showing the value of articles sent from the Education Depository during the years 1851 to 1877 inclusive	10
(2) Book imports into Ontario and Quebec	11
XII. TABLE L.—Superannuated or disabled Teachers.....	11
XIII. TABLE M.—Educational Summary	12
XIV. TABLE N.—General Statistical Abstract of the progress of Education in Ontario, from 1842 to 1877.....	13
XV. THE EDUCATIONAL MUSEUM.....	14
Conclusion.....	14

PART II.—STATISTICAL REPORT.

THE PUBLIC SCHOOLS.

TABLE A.—Moneys ; Amount received and expended in support of Public Schools.....	18
TABLE B.—Pupils ; Pupils attending the Public Schools, Ages of Pupils, &c.....	24
TABLE C.—Number of Pupils in the different branches of Public School Education.....	30

	PAGE.
TABLE D.—The Number, Religious Denominations, Certificates and Salaries of Public School Teachers	36
TABLE E.—Schools ; Number of Public Schools, School-houses, Visits, Lectures and time the Public Schools have been kept open ; Prayers, examinations, &c.....	38
TABLE F.—The Roman Catholic Separate Schools.....	40

THE HIGH SCHOOLS.

TABLE G.—Moneys received and expended in support of High Schools ; Pupils ; Fees	42
TABLE H.—Number of Pupils in the various branches of instruction ; Miscellaneous information ; Head Masters and their Universities.....	46

THE NORMAL SCHOOLS.

TABLE I.—TORONTO NORMAL SCHOOL.—Number of Students, their Residences and Religious Denominations.....	58
OTTAWA NORMAL SCHOOL.—Number of Students, their Residences and Religious Denominations.....	61

THE FREE PUBLIC LIBRARIES.

TABLE J.—Moneys ; Number of volumes and miscellaneous information ; other Libraries.	63
--	----

THE PUBLIC AND HIGH SCHOOLS.

TABLE K.—Maps and apparatus supplied by the Education Department.....	68
---	----

THE SUPERANNUATED PUBLIC SCHOOL TEACHERS.

TABLE L.—Names and periods of Service of Teachers and their Pensions.....	72
---	----

THE EDUCATIONAL SUMMARY.

TABLE M.—Number of Institutions and pupils, and moneys expended for Educational purposes.....	79
---	----

MISCELLANEOUS.

TABLE N.—General Statistical Abstract of the Educational progress of Ontario.....	82
---	----

PART III.—APPENDICES.

A.—REPORT OF J. A. McLELLAN, Esq., LL.D. ; J. M. BUCHAN, Esq., M.A., AND S. ARTHUR MARLING, Esq., M.A., INSPECTORS OF HIGH SCHOOLS	3
ADDENDUM No. 1.—Comparative Table for 1876 and 1877, showing the progress or decline of each High School.....	11
ADDENDUM No. 2.—The Intermediate Examination, Midsummer, 1878.....	13
B.—EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS.	
Donald McDiarmid, Esq., M.D., Glengarry.....	15
Rev. Thos. Garrett, B.A., Russell	17
W. R. Bigg, Esq., No. 1 Leeds.....	19
R. Kinney, Esq., M.D., No. 2 Leeds.....	22

	PAGE.
H. L. Slack, Esq., M.A., Lanark.....	23
F. Burrows, Esq., Lennox and Addington.....	26
John Johnston, Esq., Hastings, South.....	28
Edward Scarlett, Esq., Northumberland	32
Rev. Frederick Burt, Haliburton.....	34
Henry Reazin, Esq., Victoria, West.....	35
J. McBrien, Esq., Ontario.....	36
J. Hodgson, Esq., South York.....	37
D. Fotheringham, Esq., North York	38
M. J. Kelly, Esq., M.D., Brant, and City of Brantford.....	39
J. B. Somerset, Esq., Lincoln	46
A. D. Fordyce, Esq., Wellington, North, Villages of Arthur, Mount Forest, Clifford, Harriston and Drayton	47
Andrew Grier, Esq., Grey, East	49
W. Ferguson, Esq., Grey, South.....	50
John M. Moran, Esq., Perth, South	51
J. R. Miller, Esq., Huron, West, and Town of Goderich	53
T. Girardot, Esq., No. 1 Essex, Town of Sandwich and R. C. S. S., Amherstburgh..	62
Rev. A. McColl, Chatham	63
C.—REPORT OF DEPUTY MINISTER ON SCHOOLS IN NEW AND OUTLYING DISTRICTS.....	64
D.—REPORT OF SUB-COMMITTEE ON MODEL SCHOOLS	
GENERAL REPORT.....	69
Table A.—Statement shewing the attendance, Lessons taught, No. of Lectures delivered, Classes taught, and standing of the Teachers-in-training	74
Table B.—Statement shewing the name and certificate of the Principal of each Model School, the qualifications of the Assistants, and the room and accommodation pro- vided by Boards of Trustees.....	75
Table C.—Statement shewing the assistance rendered Principals of Model Schools, in the way of Lectures, by County Inspectors and others	77
Table D.—Statement shewing the most common deficiencies of Teachers-in-Training..	77
Table E.—Statement shewing the effect of Model Schools on the Public Schools to which they were attached	79
Table F.—Statement shewing the Model Schools that have been granted or refused aid by the County Council, at the date of our Report	81
Table G.—Statement shewing the Model Schools visited by Sub-Committee, the number of visits, and by whom made	82
E.—REPORT ON THE PUBLIC SCHOOLS IN THE DISTRICTS.....	83
R. Little, Esq., Algoma District	83
J. R. Miller, Esq., Parry Sound District	84
F.—ORDERS IN COUNCIL, 1877 :—	
I. Cancelling High School Head Master's Certificate of L. V. Pristow, B.A..	88
II. Modification in subjects of Examination for entrance to High Schools....	88
III. Cancelling of High School Head Master's Certificate, granted to George Edgecumbe, B.A.	89

	PAGE.
IV. Amended High School Programme and Regulations for Intermediate Examinations	90
V. W. A. Whitney, M. A., restored to his former Educational status	97
VI. General Regulations—Superannuated Teachers' Fund.....	97
VII. Leave of absence granted to Mr. W. H. Atkinson	101
VIII. Revised Regulations—School Accomodation	102
IX. Interim Regulations—Public School Teachers.....	104
X. Additional Regulations—Public School Teachers	113
XI. Regulations respecting the Public School Programme	114
XII. Public School Regulations	120
XIII. Appointment of the Honourable Arthur Sturgis Hardy, as Acting Minister of Education.....	142
XIV. In <i>Re</i> James Ryan—gratuity.....	142
XV. Yorkville substituted for Toronto as locality for Model School.....	142
XVI. Appointment of Sub-Examiners.....	143
XVII. Changes in Latin and English Literature for December Intermediate Examination	143
XVIII. Books sanctioned for School Libraries and Prizes	144
XIX. Surrender of Lands by the Board of Education and the High School, City of London	144
XX. Arrangements with Publishers of <i>Canada School Journal</i>	144
XXI. High School Programme and Intermediate Regulations	145
XXII. Establishment of a County Model School in the Village of Renfrew	147
XXIII. Payment of Sub-Committee for visiting and inspecting Model Schools	147
XXIV. Amended High School Programme, and Intermediate Examinations	147
XXV. Books sanctioned for School Libraries and Prizes.....	150
XXVI. Appointment of Sub-Examiners	151
XXVII. Holders of University Degrees, eligible for Inspectors' Certificates	151
XXVIII. Modification of County Model School Regulations	152
XXIX. In <i>Re</i> Certificates of Messrs. Rowat and Summerby	153
G.—TEACHERS' ASSOCIATIONS	154
H.—PROVINCIAL CERTIFICATES :—	
(1). Certificates granted by the Education Department	156
(2). Number of Certificates issued, 1877.....	160
(3). Total number of Certificates issued from 1871 to 1877	162
I.—LIST OF HIGH AND PUBLIC SCHOOL INSPECTORS	
1. List of High School Inspectors	162
2. List of Public School Inspectors.....	162
J.—INSPECTORS' AND EXAMINERS' CERTIFICATES, AND RETIRED TEACHERS.....	
I. Names of Persons who have received Inspectors' Certificates during 1877.....	164
II. Names of Persons who have received High School Masters' Certificates during 1877.....	164
III. Names of Persons who have received Examiners' Certificates during 1877.....	164
IV. Teachers who have retired from the Profession during 1877	165

PART I.

GENERAL REPORT

OF THE

EDUCATION DEPARTMENT (ONTARIO).

1877.

ANNUAL REPORT
OF THE
EDUCATION DEPARTMENT (ONTARIO).
FOR THE YEAR 1877, RESPECTING
THE PUBLIC, SEPARATE AND HIGH SCHOOLS,
ALSO,
THE NORMAL AND MODEL SCHOOLS.

PART I.—GENERAL REPORT.

*To His Honour the Honourable D. A. Macdonald, Lieutenant-Governor
of the Province of Ontario.*

MAY IT PLEASE YOUR HONOUR,

I herewith present the Report of the Education Department on the condition of the Public, Separate, and High Schools, also of the Normal and Model Schools of the Province of Ontario, for the year 1877.

I will now proceed to give a summary view of their condition, condensed from the Statistical Tables accompanying this Report :—

I.—TABLE A.—RECEIPTS AND EXPENDITURE OF PUBLIC SCHOOL MONEYS.

The Receipts.

1. The amount apportioned from the Legislative Grant was \$251,962—increase, \$2,006. The apportionment is made to the several Counties, Townships, Cities, Towns, and incorporated Villages, according to the ratio of the population in each, as compared with the whole population of the Province. The principle of distribution is according to the average attendance and the time of keeping open the Schools, Public and Separate, in each Municipality.

2. The amount apportioned from the Legislative grant (through the Educational Depository) for the purchase of maps, apparatus, prize and library books was \$18,104—decrease, \$2,515.

3.—The amount from County *Municipal* Assessment was \$858,305, showing an increase of \$65,144.

4. The amount available from *Trustees'* School Assessment was \$1,564,126—increase, \$10,552.

5. The amount from Clergy Reserves Moneys, and from other sources, applied to School purposes in 1877, was \$730,687—decrease, \$45,657.

6. The Total Receipts for all Public School purposes for the year 1877, amounted to \$3,423,185, showing an increase of \$29,529 over the total receipts of the preceding year.

7. The following table shows the progressive increase in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase in the total receipts since 1860.

TABLE showing the "progressive increase in the amounts levied by the Municipal and School Corporations, and also the yearly increase in the Total Receipts since 1860.

	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
County Municipal Assessment	278693	278085	274471	287768	304382	308092	319154	351873	362375	372743	385284	492481	531391	601351	606538	758467	793161	858305
Trustees' School Assessment	556682	587297	620268	631755	659380	711197	760366	799708	855538	890834	951099	1027184	1232101	1439390	1599437	1547125	1553574	1564126
All other Receipts	488897	515897	501384	513362	520425	525711	528451	591879	571419	563849	607981	604806	766778	926624	1024296	1059862	1046920	1000754
Total Receipts	1324272	1381279	1396123	1432885	1484187	1545000	1607971	1743460	1789332	1827426	1944364	2124471	2530270	2967365	3239271	3365454	3303655	3423185
Increase in Total Receipts	14452	57006	14843	36762	51301	60813	62970	62364	118997	38093	110938	18010	405799	437094	271906	126182	28201	29529

The Expenditure.

1. The amount paid by trustees for salaries of teachers in 1877 was \$2,038,099—*increase*, \$199,778. This is the largest increase under this item that has ever taken place in any one year since the establishment of our present school system ; and taken in connection with a marked advance in the higher grade of certificate (See Table D.) would seem to prove the complete success of the efforts lately made to improve the professional status, and raise the remuneration of the Public School Teacher.

2. For maps, globes, prize books and libraries, \$47,539, *decrease*, \$1,542. The Legislative aid given to trustees (through the Educational Depository) for these objects was, \$18,104.

3. For rent and repairs of School-houses, &c., \$510,457—*increase*, \$21,671.

4. For sites and building of School-houses, \$477,392—*decrease*, \$152,872. For several years after the passage of the School Act of 1871, a large amount was yearly expended in the erection of new school-houses, so that the country is now tolerably well supplied with them. A decrease of this item may therefore be expected for some years to come. The decrease for the City of Toronto alone in 1877 was \$42,153.

5. Total expenditure for all Public School purposes, \$3,073,489—*increase*, \$67,033.

6. Balance of School Moneys not paid at the end of the year when the returns were made, \$349,696—*decrease*, \$37,503.

II.—TABLE B.—SCHOOL POPULATION, AGES OF PUPILS, PUPILS ATTENDING PUBLIC SCHOOLS, AVERAGE ATTENDANCE.

The Statute requires that the trustees' returns of School population shall include the entire number of children resident in their School Division ; and it confers the *equal* right of attending the Schools upon all residents in such divisions, between the ages of five and twenty-one years.

1. The School population (comprising only children between the ages of five and sixteen years) reported by trustees was 494,804—*decrease*, 7,446.

2. The number of pupils between the ages of five and sixteen years attending the Schools, was 469,241—*increase*, 4,877. Number of pupils of other ages attending the Schools, 21,619—*decrease*, 4,554. Total number of pupils attending the Schools, 490,860.—*increase*, 323.

3. The number of boys attending the Schools, 261,070—*increase*, 261. The number of girls attending the Schools, 229,790—*increase*, 62.

4. The number reported as not attending any School is 15,974. These were between the ages of seven and twelve years, which are the ages fixed by the Statute, during which all the children of a School Division should be instructed in some School.

5. The average attendance, viz., the aggregate daily attendance divided by the legal number of teaching days in the year, was 217,184,—*increase*, 4,701.

III.—TABLE C.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

This Table shows the number of pupils as classified under the new system.

IV.—TABLE D.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 5,140 schools reported, 6,468 teachers have been employed—*increase*, 283 ; of whom 3,020 are male teachers—*increase*, 240 ; and 3,448 are female teachers—*increase*, 43. It will thus be seen that there are about 400 more female than male teachers.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The teachers are reported to be of the following persuasions :—Church of England, 972,—*increase*, 30 ; Church of Rome, 812— *increase*, 33 ; Presbyterians, 2,022—*increase*, 148 ;

Methodists, 2,005—increase, 32 ; Baptists, 348—increase, 4 ; Congregationalists, 97—increase, 23 ; Lutherans, 30 ; Quakers, 17 ; Christians and Disciples, 62 ; reported as Protestants, 54 ; Plymouth Brethren, 4 ; Unitarians 5 ; other persuasions, 40.

Of 812 teachers of the Church of Rome, 478 are employed in the Public Schools, and 334 are teachers of R. C. Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed teachers reported, is 6,468—increase, 283 ; Provincial Certificates, 1st class, 250—increase, 9 ; 2nd class, 1,304—increase, 103 ; County Board Certificates of the Old Standard, 1st class, 371—decrease, 1 ; 2nd class, 134—decrease, 5 ; 3rd class, 14—decrease 37 ; New County Board, 3rd class Certificates, 3,926—increase, 238 ; Interim Certificates, 469—decrease, 24.

4. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a *County*, \$800—the lowest, \$100 ; in a *City*, the highest, \$1,000—the lowest, \$450 ; in a *Town*, the highest, \$1,100—the lowest, \$300. The *average* salary of *male* teachers in *Counties*, was \$379—of *female* teachers, \$260 ; in *Cities*, of male teachers, \$735,—of female teachers, \$307 ; in *Towns*, of male teachers, \$583,—of female teachers, \$269. The average increase of male teachers' salaries for the Province during 1877, is \$14 per male teacher, \$12 per female teacher.

V.—TABLE E.—SCHOOL BOARDS AND RURAL SCHOOL CORPORATIONS.

1. The number of *Urban School Boards* was as follows:—In *Cities*, 14 ; in *Towns*, 81 ; in incorporated Villages, 131, being a total of 226, and showing an increase of 6.

2. The number of *Urban School-houses* was as follows:—In *Cities*, 104 ; in *Towns*, 199 ; in Incorporated Villages, 180.

3. The total number of *pupils in Urban Schools* registered during the year was, in *Cities*, 40,273 ; in *Towns*, 51,453 ; in incorporated Villages, 42,803 ; and the average daily attendance was, in *Cities*, 22,856 ; in *Towns*, 27,501 ; in incorporated Villages, 19,550.

4. The number of *Township School Boards* was 3, that is to say, in the following Townships—Enniskillen, Tuckersmith and Macaulay.

5. The number of *Rural School Sections* was, 4,736—increase, 104. The number of *Rural Schools reported as kept open*, was 4,657—increase, 75.

6. The increase in number of *Rural School-houses* was 199. (This increase is evidently high as the return of School-houses in 1877 appears to have been understated by about 100). Of late years there has been a most satisfactory improvement in the school-houses, and in stone, brick, and frame taking the place of the old log-built School-houses.

7. The whole number of School-houses reported is 5,148, of which 1,445 are *brick*, 526 *stone*, 2,446 *frame*, 731 *log*.

8. *Titles to School Sites.*—*Freehold*, 4,927—increase, 239 ; *Rented*, 221—decrease, 17.

9. *School Visits.*—By Inspectors, 12,392—increase, 725 ; by Clergymen, 7,877—increase, 835 ; by Municipal Councillors and Magistrates, 2,343—decrease, 193 ; by Judges and Members of Parliament, 352—decrease, 240 ; by Trustees, 21,919—increase, 42 ; by other persons, 54,119—increase, 6,496. Total School visits 99,032—increase, 8,051. Trustees especially are bound to show zeal and interest in Public School Education and by personal visits to the schools, and counsel to parents, incite them to educate their children.

10. *School Lectures.*—By Inspectors, 657—decrease, 211 ; by other persons, 232—decrease, 52.

11. *Time of Keeping the Schools Open.*—The average time of keeping the Schools open, exclusive of holidays, vacations and Sundays, was *two hundred and four days* in 1877. The actual number of legal teaching days was 220.

12. *Public School Examinations.*—The whole number of Public School Examinations was 10,880—decrease, 93 ; though less than two for each School. The law *requires* that there should be in each School a public *quarterly* examination, of which the teacher should give notice to trustees and parents of pupils, and to the school visitors (clergymen, magistrates, &c.,) resident in the School Section. Such examinations being tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on Public Schools.

13.—*School Prizes and Merit Cards*.—The number of Schools in which prizes are reported as having been distributed to reward and encourage meritorious pupils is 1,728—decrease, 26.

14. *Prayers and Ten Commandments*.—Of the 5,140 schools reported, the daily exercises were opened and closed with prayers in 4,281 of them—increase 108; and the Ten Commandments were taught in 2,971—decrease, 54. While the law provides that “no child can be compelled to be present at religious instruction, reading or exercise, against the wish of his parents or guardians expressed in writing,” the Department has framed regulations of a recommendatory nature on the subject, with forms of prayers, in the earnest hope that School Boards, Trustees and Teachers may thus be better enabled to impress upon their pupils the principles and duties of our common Christianity. In 4,281, out of 5,140 Schools, religious exercises of the kind recommended by the Department are voluntarily practised.

15. *Maps*.—Maps are used in 4,666 Schools—increase, 63. Total number of maps used in Schools, 37,493—increase, 619.

16. The total value of Public School property is reported as \$6,624,169, or an average of \$1,218 per school.

VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 185—increase during the year, 18.

2. *Receipts*.—The amount apportioned and paid by the Department of Education from the Legislative Grant to Separate Schools according to average attendance of pupils as compared with that at the Public Schools in the same Municipalities, was \$12,375—decrease, \$556. The amount apportioned and paid for the purchase of maps, prize books and libraries, upon the usual condition of an equal sum being provided from local sources, was \$1,231—decrease, \$238. The amount of *School rates* from the supporters of Separate Schools, was \$72,177—increase, \$10,923. The amount *subscribed* by supporters of Separate Schools, and from other sources, was \$34,481—increase, \$3,654. Total amount received from all sources was \$120,266—increase, \$13,783.

3. *Expenditure*—For payment of teachers, \$70,200—increase, \$7,179; for maps, prize books and libraries, \$2,810—decrease, \$392; for other School purposes, \$47,255—increase, \$6,995.

4. *Pupils*.—The number of pupils reported as attending the Separate Schools was 24,952—decrease, 342. *Average attendance*, 12,549—decrease, 230.

5. The whole *number of teachers* employed in the Separate Schools was 334—increase, 32; male teachers, 105—increase, 10; female teachers, 229—increase, 22.

6. The same table shows the branches taught in the Separate Schools, and the number of pupils in each branch; also the number of schools using maps.

VII.—TABLE G.—HIGH SCHOOLS, RECEIPTS AND EXPENDITURE, PUPILS, NUMBER OF SCHOOLS.

Receipts.—The balances reported from the preceding year (that is, of moneys not paid out by the 31st December, 1877), were \$16,666—increase, \$665. The amount received by the High School Boards from Legislative grant for the salaries of teachers, was \$75,158—decrease, \$1,271. The amount of Legislative grant apportioned for *maps, prize books*, etc., was \$1,563—decrease, \$4. The amount of *Municipal Grants* in support of High Schools was \$158,794—increase, \$1,969. The amount received for *pupils' fees* was \$20,752—increase, \$630. Balances of the preceding year and other sources, \$84,585—increase, \$16,675. Total receipts, \$357,520—increase, \$36,389.

Expenditure.—For salaries of masters and teachers, \$211,607—increase, \$15,701; for building, rent and repairs, \$51,417—increase, \$5,201; for fuel, books and contingencies, \$76,297—increase, \$17,248; for maps, prize books, apparatus and libraries, \$4,387—in-

crease, \$611. Total expenditure for the year 1877, \$343,710—increase, \$38,761. Balance of moneys not paid out at the end of the year, \$13,810—decrease, \$2,372.

Number of Pupils, 9,229—increase, 688.

Number of Schools, 104.

VIII.—TABLE H.—HIGH SCHOOLS, NUMBER OF PUPILS IN THE VARIOUS BRANCHES, MISCELLANEOUS INFORMATION.—HEAD MASTERS AND THEIR UNIVERSITIES.

Table H shows both the subjects taught and the number of pupils in each subject in each of the High Schools, the names, university degree (or certificate) of the Head Master, and the number of masters employed in each School, &c.

No. of Pupils.—In *English Grammar and Literature*, 8,819 ; in *Composition*, 8,772 ; in *Reading, Dictation and Elocution*, 8,762 ; in *Penmanship*, 6,807 ; in *Linear Drawing*, 2,755 ; in *Book-keeping*, 3,621 ; in *Arithmetic*, 9,227 ; in *Algebra*, 8,678 ; in *Geometry*, 8,113 ; in *Logic*, 9 ; in *Mensuration*, 4,435 ; in *History*, 9,106 ; in *Geography*, 9,158 ; in *Natural Philosophy*, 2,168 ; in *Chemistry*, 2,547 ; in *Natural History*, 325 ; in *Physiology*, 539 ; in *French*, 3,091 ; in *German*, 442 ; in *Latin*, 4,955 ; in *Greek*, 871 ; in *Gymnastics and Drill*, 1,067.

Of the School-houses, 74 were of brick, 20 stone, 9 frame ; 6 were rented or leased, the remainder freehold. The tendency everywhere is to improve the buildings and grounds required for High School purposes, so as to make each High School worthy of its now recognized position of being the local College.

57 High Schools were under Union High and Public School Boards. The Grammar School at Kingston was established in 1791 ; at Cornwall, in 1809 ; at Brockville, in 1818 ; at Niagara, in 1808 ; at St. Catharines, in 1828. Many of the present High Schools and Collegiate Institutes represent the old Grammar Schools established in the several Districts of the former Province of Upper Canada. 2,003 maps were used in the 103 High Schools ; 53 Schools use the Bible ; in 90 there were daily prayers ; 145 pupils matriculated at some University during 1877 ; 555 pupils entered mercantile life ; 328 adopted agriculture as a pursuit ; 564 joined the learned professions ; 876 went to other occupations. The position of the High Schools as an essential and integral part of our educational system, is now well understood, as well as their practical value. They constitute the necessary stepping-stone between the Public Schools and the University, and upon their efficiency depends the success of our efforts in opening the avenues of learning to every child in the Province, as well as in affording to each youth of ability the opportunity for the highest intellectual career. The High School is intended to meet in each county the requisites of higher education, just as the Public School in each section is established to furnish elementary instruction. Under the amended Regulations of this year for the training of Public School Teachers, they will also become the chief source of supply for educating candidates in the different subjects prescribed for the non-professional examination for Second and Third-class Public School Teachers' Certificates.

IX.—TABLE I.—NORMAL SCHOOLS.

Table I contains three abstracts, the first of which gives the gross number of applications, the number that had been teachers before entering the Normal Schools, attendance of teachers-in-training, certificates, and other particulars respecting them ; the second abstract gives the counties from whence these students have come ; and the third gives the religious persuasion of these students.

Table I shows that of the 7,883 students admitted (out of 8,713 applicants) to the Toronto Normal School since the beginning, 3,834 of them had been teachers ; and of those admitted, 3,928 were males, and 3,955 were females. Of the 3,928 male candidates admitted, 2,599 of them had been teachers ; of the 3,955 female candidates admitted, 1,235 of them had been teachers. The number admitted during the session of 1877 was 177. Of these, 67 were males, and 110 females. Of the male students admitted, 40 had been teachers ; of the female students admitted, 54 had been teachers. Eighty students were

admitted to the second session of the Ottawa Normal School, 30 males, 50 females, 34 of them had been teachers before, 17 males, 17 females.

Table I contains abstracts in connection with the twenty-seven years' existence of the Normal School at Toronto, to show the total number of applications, certificates obtained, the Counties whence the students came, and their religious persuasions. Also, an abstract of the students admitted at the Normal School at Ottawa. The conditions, however, under which Public School Teachers' Certificates may now be granted have been so changed by the Amended Regulations which came into effect in August, 1877, that Table I, with Appendix H, will henceforth contain the information applicable to these new conditions. The Normal Schools at Toronto and Ottawa are now confined to the teaching and training of candidates for First and Second-Class Certificates, while in each County of the Province, one or more County Model Schools have been established for the professional training of candidates for Third-Class Certificates, details of which will be found in Appendix D. In the Normal School the session for First-Class Certificates extends throughout the Academic year, from September to July, and the instruction is literary and scientific, and also professional—but attendance is optional—while for Second-Class Certificates the attendance is obligatory on all candidates during one of three sessions of twelve weeks each into which the Academic year is divided. The whole time of each session is devoted exclusively to instruction in the theory and practice of teaching. Successful candidates are entitled to be repaid out of Provincial Funds for their travelling expenses and one half their weekly maintenance. In the County Model Schools the candidate who has passed the examination in the prescribed literary and scientific subjects for Third-Class Certificates is required to be instructed in the actual practice of teaching for one term at least, and he must also satisfactorily pass this examination in order to obtain his Third Class Certificate.

At the July examinations, 1877, at the Normal Schools there were :

- (1) 1st Class Candidates at Toronto, 10 in number of whom 7 passed.
- (2) do do Ottawa, 4 do do 1 do
- (3) 2nd Class do Toronto, 63 do do 37 do and also (and inclusive of) 1 Candidate for 1st Class.
- (4) 2nd Class Candidates at Ottawa, 27 in number, of whom 15 passed, and also (and inclusive of) 2 Candidates for 1st Class.

At the December examinations in 1877, of 2nd Class Candidates there were the following:—(1) At Toronto, 24 in number, of whom 21 passed. (2) At Ottawa, 17 in number, of whom 16 passed.

Appendix D also shows the following results of the two terms of the County Model School which were in operation from September till the end of the year 1877, viz:—No. of Schools, 50; No. of Third-Class Candidates in attendance, 1,146; No. of whom passed, 1,124.

X.—TABLE J.—FREE PUBLIC LIBRARIES.

1. The amount expended in library books during 1877, was \$5,537, of which one half has been provided from local sources. The number of volumes supplied was 6,549.

2. The value of Public free libraries furnished to the end of 1877, was \$169,001.

The number of Libraries, exclusive of subdivisions, 1,499. The number of volumes in these libraries was 281,135.

3. Number and classification of public libraries and prize books which have been sent out from the Depository of the Department from 1853 to 1877 inclusive. The total number of volumes for Public Free Libraries sent out, 288,135. The classification of these books is as follows:—History, 48,456; Zoology and Physiology, 16,644; Botany, 3,007; Phenomena, 6,864; Physical Science, 5,195; Geology, 2,441; Natural Philosophy and Manufactures, 14,126; Chemistry, 2,479; Practical Agriculture, 10,511; Literature, 27,852; Voyages, 26,543; Biography, 32,222; Tales and Sketches, Practical Life, 81,507; Fiction, 4,299; Teachers' Library, 5,999. Total number of Prize Books sent out, 909,465. Grand Total of

library and prize books (including, but not included in the above, 30,650 volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources, 1,257,600.

XI.—TABLE K.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

1. The amount expended by the Education Department in supplying maps, apparatus, and prize books for the Schools, \$41,330—decrease, \$1,954. The one half of these sums were provided voluntarily from local sources ; in all cases the books or articles are applied for, and fifty per cent. of the value paid for by the parties concerned. The number of Maps of the World sent out was 374, of Europe, 326 ; of Asia, 240 ; of Africa, 215 ; of America, 509 ; of British North America, and Canada, 398 ; of Great Britain and Ireland, 196 ; Scriptural and Classical, 87 ; of other charts and maps, 956 ; of globes, 216 ; of other pieces of school apparatus, 4,117 ; of Historical and other lessons, in sheets, 20,072. Number of *Prize Books* 63,027.

2. From 1855 to the end of 1877, the amount expended for maps, apparatus, and prize books (not including Public Libraries), was \$583,648. The number of maps of the *World* furnished is 6,801 ; of *Europe*, 6,623 ; of *Asia*, 5,258 ; of *Africa*, 4,824 ; of *America*, 6,026 ; of *British North America and Canada*, 7,106 ; *Great Britain and Ireland*, 5,198 ; of *Classical and Scriptural Maps*, 3,578 ; *other Maps and Charts*, 10,268 ; *Globes*, 3,398 ; single articles of school apparatus, 32,233 ; *Historical and other lessons in sheets*, 312,380 ; *Volumes of Prize Books*, 969,465.

(1) TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY DURING THE YEAR 1851 TO 1877, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize & School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851			1,414	1,414
1852			2,981	2,981
1853			4,233	4,233
1854	51,376		5,514	56,890
1855	9,947	4,655	4,389	18,991
1856	7,205	9,320	5,726	22,251
1857	16,200	18,118	6,452	40,770
1858	3,982	11,810	6,972	22,764
1859	5,805	11,905	6,679	24,389
1860	5,289	16,832	5,416	27,537
1861	4,084	16,251	4,894	25,229
1862	3,273	16,194	4,844	24,311
1863	4,022	15,887	3,461	23,370
1864	1,931	17,260	4,454	23,645
1865	2,400	20,224	3,818	26,442
1866	4,375	27,114	4,172	35,661
1867	3,404	28,270	7,419	39,093
1868	4,420	25,923	4,793	35,136
1869	4,655	24,475	5,678	34,808
1870	3,396	28,810	6,175	38,381
1871	3,300	30,076	8,138	41,514
1872	4,421	42,265	10,481	57,167
1873	3,834	42,902	7,010	53,746
1874	5,337	44,631	8,547	58,515
1875	5,610	46,114	10,445	62,169
1876	5,434	43,284	12,116	60,834
1877	5,537	41,330	11,531	58,398

(2) IMPORTS OF BOOKS INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns," for the year specified, showing the gross value of Books (not Maps or School Apparatus) imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books imported into the two Provinces.	Proportion imported for the Education Department of Ontario.
	Dollars.	Dollars.	Dollars.	Dollars.
1850	101,880	141,700	243,580	84
1851	120,700	171,732	292,432	3,296
1852	141,176	159,268	300,444	1,288
1853	158,710	254,270	412,980	22,764
1854	171,452	307,808	479,260	44,060
1855	194,356	338,792	533,148	25,624
1856	208,636	427,992	636,628	10,208
1857	224,400	309,172	533,572	16,028
1858	171,255	191,942	363,197	10,692
1859	139,057	184,304	323,361	5,308
1860	155,604	252,504	408,108	8,846
1861	185,612	344,621	530,233	7,782
1862	183,977	249,234	433,211	7,800
1863	184,652	276,673	461,325	4,085
$\frac{3}{4}$ of 1864	93,308	127,233	220,541	4,668
1864-1865	189,386	200,304	389,690	9,522
1865-1866	222,559	247,749	490,308	14,749
1866-1867	223,837	273,615	497,452	20,743
1867-1868	224,582	254,048	478,630	12,374
1868-1869	278,914	373,758	652,672	11,874
1869-1870	220,371	351,171	571,542	13,019
1870-1871	146,435	411,518	557,953	13,078
1871-1872	212,644	477,581	690,225	20,315
1872-1873	221,978	540,143	762,121	16,597
1873-1874	246,926	530,434	777,360	16,789
1874-1875	246,828	570,970	817,798	22,970
1875-1876	210,196	489,777	699,973	17,893
1876-1877	221,554	496,729	718,283	24,790

XII.—TABLE L.—SUPERANNUATED OR DISABLED TEACHERS OF PUBLIC SCHOOLS.

1. This table shows the age and service of each Public School Teacher who was in receipt of his superannuation allowance at the end of the year 1877, and the amount which he receives. The system, according to which aid is given to Superannuated or disabled Public School teachers, is as follows :—in 1853, the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 and then to \$6,000 ; on the adoption of the system of compulsory subscriptions, which increased the revenue to \$11,800, for 1873 the vote was again increased, and for 1877 was \$35,500. The allowance cannot exceed \$6.00 annually for each year the recipient has taught School in Ontario, except in cases of High School Masters, Inspectors of Public or High Schools, or teachers holding First or Second Class Certificates, when a further allowance at the rate of one dollar for each year of such service is granted. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year of service in arrear since, and inclusive of, 1854 ; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach.

2. It appears from the Table that 478 have been admitted to receive aid, of whom 185 have died, have not been heard from, have resumed teaching, or have withdrawn from the fund before or during the year 1877, the amount of their subscriptions having been returned to them. Of the 478 admitted, 448 were males, 30 females.

3. The superannuation allowance is regulated by the provisions contained in the Public Schools Act (Revised Statutes, Chap. 205) Sec. 44 to 49 inclusive.

XIII.—TABLE M.—EDUCATIONAL SUMMARY.

This Table shows the number of Public Educational Institutions, the number of students and pupils attending them, and the amount expended in their support as far as returns have been obtained. The whole number of these institutions in 1877 was 5,248—increase 98 ; the whole number of students and pupils attending them was 500,989—increase 1,011 ; the total amount expended for all educational purposes was \$3,587,481. Total amount available for educational purposes, \$3,950,897—increase, \$93,965.

XIV.—TABLE N.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1877, INCLUSIVE.

This table supplies the material for comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support.

By analyzing and comparing these statistics, a correct appreciation can be formed of what has been accomplished educationally in Ontario during the last thirty years. For example : in 1842, the number of Public Schools was only 1,721. In 1851, this had increased to 3,001 ; and in 1877, to 5,140 ; and the number of pupils attending them from 168,159 in 1851, to 490,660 in 1877. The amount paid for the support of Public Schools has been increased from \$468,644 in 1851, to \$3,073,489 in 1877 (not including balances not paid at the date of the local reports), including the amount paid for the purchase, erection, repairs of School-houses and for other purposes, of which there are no reports earlier than 1850, but which at that time amounted to only \$56,755, and \$77,336 in 1851, but which in 1877 amounted to \$1,035,390, making the aggregate actually paid for Public Schools purposes in 1877, with the balances available and not paid out at the date of the local reports, \$3,423,185.

REPORT FOR THE YEAR.	1850.	1851.	1860.	1861.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
No. of Public Schools Reported...	3059	3001	3969	4019	4303	4379	4422	4480	4524	4566	4508	4061	4732	4758	4834	5041	5140
Amount paid for Public School Teachers' Salaries	353716	391308	895591	918113	1041052	1066880	1093516	1146543	1175166	1222081	1191476	1371594	1520123	1647750	1758100	1833321	2038099
Amount paid for erection, repairs of School-houses, fuel and contingencies	56756	77336	264183	273305	314827	320353	379672	441891	449730	489380	611819	835770	1084403	1217582	1234980	1168134	1035390
Balance forward each year	24016	16893	164498	189861	189121	220738	197147	200898	202530	232303	321176	322906	362839	373939	372373	387200	349696
Total amount available each year.	434488	485537	1324272	1381279	1545000	1607971	1670335	1789332	1827426	1944364	2124471	2530970	2967365	3239271	3365453	3393655	3423185

XV.—THE EDUCATIONAL MUSEUM.

The Educational Museum forms a valuable part of our system of popular education. It consists of a collection of School apparatus for Public and High Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., including busts of celebrated characters in English and French history, also, copies of some of the works of the great masters in Dutch, Flemish, Spanish, and especially of the Italian Schools of painting. It also contains many objects of improved School appliances and architecture, as well as collections for promoting art, science and literature.

CONCLUSION.

The Report for the year 1876 mentioned that in February of that year a responsible Minister had succeeded the former Chief Superintendent in the administration of the affairs of the Education Department, and that the functions of the late Council of Public Instruction had been vested in a Committee of the Executive Council. In order to meet the wants of the Public and High Schools, as well as to improve the facilities for training Public School Teachers, amendments to the law in several material particulars were passed by the Legislature in its next ensuing session, and Regulations to give these amendments practical effect, as well as to further improve the efficiency of our Schools, were considered and adopted by Your Honour in Council, so as to take effect at the end of the summer vacation of 1877. The amendments in the Law were incorporated in the Revised Statutes of the Province, and by the liberality of the Legislature, a compendium containing all the Laws and Regulations respecting the Public and High Schools of Ontario, has now been placed in the hands of all the School Boards, Corporations and Officials in the Province. The important changes and revisions which, in 1877 were made in the Law and Regulations, can be best understood by reference to the text contained in the compendium, but the results may be concisely stated here.

The principal changes made in the Law were as follows :—

I.—The Education Department was authorized :

1. To grant equivalents in the examination of Public School Teachers for passing High School Examinations.
2. To establish County Model Schools.
3. To prescribe regulations as to Elementary teaching, and to make certain subjects optional.
4. To require as a further condition for Teachers' Certificates, that they should also possess a knowledge of teaching to be gained in County Model Schools or in the Normal School.
5. To grant Second, as well as First-class, Certificates to Teachers, after examination by the Central Committee, the power of County Boards being limited in future to granting Third-class Certificates.
6. To restrain the granting of Permits and of renewals of Third-Class Certificates.
7. To regulate and encourage Teachers' Associations.
8. To pay the travelling expenses and one-half of weekly maintenance of students at the Normal Schools, being candidates for Second-Class Certificates.

The Public School Law was amended in many important particulars, amongst which may be mentioned :—

1. Power given to Trustees of Rural Schools to require Township Councils to pass the requisite By-law for borrowing money on time.

2. Special provisions for facilitating the formation of Township Boards, and for their dissolution, if found unsatisfactory.

3. Full power given to Township Councils in the formation, dissolution, and alteration of School Sections in the same part.

4. Also as to unions between parts of one Township and another Municipality or Municipalities, by which to secure this in a more just and equitable manner, and in which the authority of the Township Councils has been restored.

5. School Trustees can pay their Teachers quarterly and borrow money in anticipation of the annual rate therefor, and the County Council is similarly authorized.

6. The Municipal Councils are now bound, through their Municipal officials, to assess and collect all school rates, both for Public and Separate School purposes.

In regard to High Schools their position was permanently secured by preventing High School Districts being formed in the future, by giving the County Councils the power to discontinue existing Districts, and by making all High Schools, County Schools; and by requiring the County Council to raise towards the annual maintenance of the High School, at least an amount equal to that received from the Legislative Grant, and by requiring the Town or other Municipality in which the High School was situate to meet the whole cost of building and other school accommodation, as well as further sums for maintenance.

II.—The Regulations as revised and amended introduced the following amongst other improvements:—

1. Those as to Rural School accommodation were modified and declared to be recommendatory rather than obligatory, except in cases of wilful omission or neglect, and to be carried out so far as the circumstances of each section might enable them to be complied with, without pressing unduly upon its resources.

2. The conditions for obtaining Certificates to teach in the Public Schools now require:

(1) For Third-Class Certificates, the age of eighteen for males, and seventeen for females, a wider range of subjects for the non-professional examination, including Euclid and Algebra, and attendance upon, and successfully passing in, the County Model School.

(2) For Second-Class Certificates, to pass not only the prescribed non professional examination (in which the subjects of the Intermediate High School examinations are taken as equivalent), but also to have attended one session at one of the Normal Schools, and having passed the professional examination on the theory and practice of teaching.

(3) For First-Class Certificates, opportunities are afforded in the Normal Schools for obtaining instruction in the prescribed literary and scientific subjects, as well as in those which are professional, and a higher standard has also been imposed.

3. The powers of management by School Boards and Trustees have been made more flexible, especially by abolishing the General Time or Limit Table, and leaving this to be regulated by the Trustees and Teacher. The Programme or Course of Study is to be subject to the circumstances of the particular School, and the Inspector is instructed to permit of such modifications as thereupon may become necessary.

4. The list of Text Books has been extended by such additions as were urgently demanded by the Schools, while others, which experience had proved to be unnecessary, have been omitted. The Schools should now be able to supply themselves with books satisfactory in quality as well as reasonable in price, and properly printed and bound.

5. The work of the Normal Schools being now confined to the professional training for Second-Class Certificates, and candidates for First-Class Certificates, is governed by special regulations, while that of the County Model Schools is similarly regulated.

6. The uniform examination and classification of all Candidates for Teachers' Certificates is fully secured by the regulations under which every detail is provided for, and by the assistance of sub-examiners the Central Committee is able to report promptly upon the results of the Half-Yearly examinations for Second-Class Certificates and the Intermediate, at the High Schools. All Examiners are instructed that the examination tests are applied to ascer-

tain, not the comparative merits of individual candidates amongst themselves, but whether the candidate possesses a satisfactory amount of knowledge in the prescribed subjects.

7. Increased efficiency has been given to Teachers' Associations in their valuable work of self-improvement, and encouragement in educational progress.

The amendments in the Law and Regulations only came into operation during the last half of the year 1877, and the results cannot well be ascertained until after the experience of a complete year, in 1878.

I have the honour to be,

Your Honour's obedient servant,

ADAM CROOKS,

Minister of Education.

EDUCATION DEPARTMENT (ONTARIO),
TORONTO, October, 1878.

PART II.

STATISTICAL REPORT.

1877.

TABLE A.—The Public

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	RECEIPTS.			
	For Teachers' Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry	2988 50	127 50	2824 88	14142 30
Stormont	2479 00	127 10	2520 92	14226 06
Dundas	2770 00	114 44	5155 70	19700 00
Prescott	2573 00	185 62	3415 99	7575 81
Russell	1498 00	27 50	1781 69	14440 80
Carleton	4800 27	334 40	7190 49	37011 15
Grenville	3091 00	211 77	4385 94	14632 30
Leeds	4472 50	278 71	6672 94	34260 74
Lanark	4658 50	349 33	9860 48	25353 64
Renfrew	5324 98	288 50	6828 35	24536 69
Frontenac	4753 50	291 61	5957 22	26429 10
Lennox and Addington	4118 50	124 92	5279 35	19900 38
Prince Edward	2654 00	154 20	3439 87	23858 66
Hastings	6986 00	244 23	8250 24	41281 70
Northumberland	5250 50	364 53	9346 42	36565 32
Durham	4312 00	427 12	5498 22	37219 61
Peterborough	4267 00	98 40	5866 91	21965 57
Victoria	6558 60	277 60	9228 37	31754 30
Haliburton	2270 00	36 22	1044 75	3786 82
Ontario	6689 50	696 79	31132 24	48327 47
York	8825 50	932 79	17106 40	63936 15
Peel	3525 00	484 87	5485 76	26086 05
Simcoe	10341 00	809 60	11913 09	65683 02
Halton	2956 00	344 82	7178 63	20189 90
Wentworth	4212 00	421 92	4112 94	28652 43
Brant	2789 00	458 22	2823 71	23695 05
Lincoln	2951 50	159 43	4205 55	24404 67
Welland	3297 50	287 31	7979 01	22840 83
Haldimand	3666 00	207 31	9710 28	23238 88
Norfolk	4530 50	230 98	6096 42	34826 30
Oxford	5699 00	779 66	7202 32	49777 19
Waterloo	4763 50	373 88	10076 26	38969 20
Wellington	8077 70	585 83	19510 59	56237 68
Grey	7891 50	652 92	7674 91	65325 57
Perth	5402 00	336 54	5369 49	46769 83
Huron	8645 00	618 82	14848 73	75090 78
Bruce	7155 00	579 57	14900 28	57064 60
Middlesex	9331 50	779 52	23242 27	71118 11
Elgin	4642 00	478 04	7577 60	40344 73
Kent	4842 00	250 88	13565 98	40761 67
Lambton	5051 00	439 94	8776 27	49618 94
Essex	3788 50	320 69	5481 75	33973 72
Districts	3081 00	205 62	1244 69	8552 50
Total	208179 05	15499 65	351763 90	1564126 22
CITIES.				
Brantford	1192 00	31 51	13122 63	.....
Hamilton	3928 00	269 11	40742 67	.....
Kingston	1816 50	89 34	14323 70	.....
London	2316 00	55 50	22314 20	.....
Ottawa	3275 50	199 25	40927 63	.....
St. Catharines	997 00	7 50	12730 60	.....
Toronto	8087 50	737 60	84371 48	.....
Total	21612 50	1389 81	228532 91	.....

Schools of Ontario.

EXPENDITURE.								
Clergy Reserve Fund, Balances, and other sources.	Total Receipts for all Public School purposes.	For Teachers' Sala- ries.	For Maps, Appara- tus, Prizes and Li- braries, including 100 per cent.	For Sites and build- ing School Houses.	For Rent and Re- pairs, Collectors' fees, fuel, and other expenses.	Total Expenditure for all Public School purposes.	Balance.	
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	
2594 78	22677 96	15495 68	255 00	2436 15	2562 53	20749 36		1928 60
1784 25	21137 33	16146 79	255 20	1212 99	2023 70	19638 68		1498 65
5431 06	33171 20	18793 18	228 88	1081 07	9739 11	29842 24		3328 96
12035 51	25805 93	10487 55	371 24	11089 11	1807 33	23755 23		2050 70
2697 49	20445 48	13485 55	273 96	1942 75	3142 39	18844 65		1600 83
6125 10	55461 41	37345 59	1209 70	8239 02	6909 04	53763 35		1758 06
11291 91	33612 92	19729 43	423 54	5812 09	4748 72	30713 78		2899 14
9556 28	55241 17	37556 02	557 42	4698 02	7244 10	50055 56		5185 61
8575 68	48797 63	34226 20	760 40	3132 10	5956 90	44075 60		4722 03
7329 20	44307 72	29940 85	681 13	5736 46	3967 52	40325 96		3981 76
6084 60	43516 03	27884 70	583 22	5673 70	5125 44	39267 06		4248 97
9617 27	39040 42	26989 16	249 92	2931 15	4546 04	34716 27		4324 15
9789 27	39896 00	24677 01	322 75	7261 12	4186 29	36447 17		3448 83
10245 88	67008 05	45218 07	579 87	6413 40	7063 94	59275 28		7732 77
9128 65	60655 42	40001 72	744 06	5558 56	6308 81	52613 15		8042 27
8785 19	56242 14	37912 97	855 24	6610 80	5606 95	50985 96		5256 18
8369 11	40566 99	24326 83	218 45	6699 17	4409 19	35653 64		4913 35
21524 21	69343 08	37812 12	644 68	15493 40	7329 58	61279 78		8063 30
1879 29	9017 08	5257 72	72 44	470 48	1113 91	6914 55		2102 53
16967 28	103813 28	55331 60	2293 86	12925 92	26349 05	96891 43		6921 85
39311 45	130112 29	75062 33	1963 80	19882 44	15983 08	113791 65		16320 64
10319 92	45901 60	29925 10	969 74	4127 99	6232 89	41255 72		4645 88
19037 23	107983 94	70238 70	1787 02	14392 20	11081 90	97499 82		10484 12
8111 47	38780 82	26178 50	720 75	2746 69	6376 67	36022 61		2758 21
12710 84	50110 13	32379 33	843 84	5981 84	6098 49	45303 50		4806 63
11723 10	41489 08	24802 47	916 44	6056 33	5766 24	37541 48		3947 60
16955 52	48676 67	26147 09	494 11	4460 81	5389 05	36491 06		12185 61
26176 13	60580 78	26739 72	574 62	12919 51	7402 91	47636 76		12944 02
12610 64	49433 11	28890 90	414 62	7624 01	5217 19	42146 72		7286 39
15061 49	60745 69	36134 43	556 83	8056 06	7080 13	51827 45		8918 24
24676 09	88134 26	49631 70	1647 47	18662 84	9391 95	79233 96		8900 30
17173 50	71356 34	45190 88	1271 21	2091 10	7898 52	56451 71		14904 63
16302 59	100714 39	65745 41	1365 67	9622 25	12880 50	89613 83		11100 56
20904 56	102449 46	62822 10	1390 02	17215 46	11617 98	93045 56		9403 90
14670 26	72548 12	41833 85	899 48	11694 70	6839 72	61267 75		11280 37
23249 84	122453 17	76413 89	1272 18	22175 76	11785 02	111646 85		10806 32
32097 01	111796 46	57179 58	1274 53	26890 79	17004 05	102348 95		9447 51
26827 98	131299 38	74168 96	1791 70	29454 61	15054 70	120469 97		10829 41
8546 94	61589 31	39805 15	956 08	6447 13	8305 00	55513 36		6075 95
14882 65	74303 18	42762 08	735 16	13025 13	9919 27	66441 64		7861 54
18726 14	82612 29	47923 25	948 74	13826 93	9617 84	72316 76		10295 53
13158 59	56723 25	33185 64	1060 78	9306 10	6665 80	50218 32		6504 93
8369 85	21453 64	8568 96	411 24	7133 03	2809 61	18922 84		2530 80
581435 78	2721004 60	1681148 76	35846 99	389211 17	326550 05	2432756 97		288247 63
2264 34	16610 48	9205 07	192 96	1791 07	4644 30	15833 40		777 08
13701 47	58641 25	29310 02	4632 50	8038 11	16638 28	58618 91		22 34
6099 82	22329 36	8407 83	239 43	6630 25	5152 82	20430 33		1899 03
10579 30	35265 00	15000 15	133 82	332 00	8595 59	24061 56		11203 44
13209 95	57612 33	23379 45	795 31	7476 84	20308 87	51960 47		5651 86
2943 58	16678 68	10788 62	28 80	2215 94	3171 81	16205 17		473 51
28132 55	121329 13	65830 45	1802 46	28722 92	24487 47	115843 30		5485 83
76931 01	328466 23	161921 59	7825 28	50207 13	82999 14	302953 14		25513 09

TABLE A.—The Public

TOWNS.	RECEIPTS.			
	For Teachers' Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh	288 50	74 50	3804 41	
Barrie	510 00	46 26	5423 05	
Belleville	1092 00	65 00	19714 20	
Berlin	404 50		6059 90	
Bothwell	147 00		1923 98	
Bowmanville	448 00	34 10	4326 00	
Brampton	306 00	7 53	2654 31	
Brockville	759 50	40 00	5250 00	
Chatham	881 50	63 68	16193 84	
Clifton	217 00	53 56	2435 75	
Clinton	297 00	36 50	3000 00	
Cobourg	678 00	23 05	5150 00	
Collingwood	417 00	39 25	5056 22	
Cornwall	291 50	13 13	2644 00	
Dundas	470 50	5 80	4399 39	
Durham	147 00	19 42	1800 00	
Galt	597 50	29 48	7261 00	
Goderich	582 50	45 00	5440 50	
Guelph	1002 50	56 75	8629 83	
Ingersoll	590 50		5655 24	
Kincardine	281 00		3124 87	
Lindsay	304 50		5347 66	
Listowel	146 00		13550 00	
Meaford	251 00		2400 00	
Milton	134 00		1624 30	
Mitchell	266 00	40 00	3000 00	
Napanee	437 00		4067 81	
Niagara	233 00	15 00	1558 57	
Oakville	251 00		1842 26	
Orangeville	215 00		248 75	
Orillia	195 00	32 11	2815 00	
Owen Sound	480 00	55 03	5034 44	
Palmerston	163 00		1374 25	
Paris	395 50		4121 26	
Pembroke			7244 01	
Perth	348 00	10 00	2030 26	
Peterborough	596 00	16 75	10672 17	
Petrolia	392 00	14 74	4600 00	
Pictou	352 50		4286 37	
Port Hope	756 00	10 50	6593 94	
Prescott	361 00	20 00	3642 44	
Sandwich	172 00	35 02	1766 49	
Sarnia	229 50	22 20	5925 40	
Seaforth	200 00		2700 00	
St. Mary's	457 00	5 50	7707 14	
St. Thomas	325 50	14 25	6310 00	
Stratford	343 00	8 75	8991 62	
Strathroy	476 00	12 25	4200 00	
Thorold	242 00	18 95	3945 18	
Tilsonburgh	236 00	20 00	3576 31	
Walkerton	157 00	26 95	2827 62	
Waterloo	235 00		2950 00	
Whitby	398 50		4076 38	
Windsor	627 00	179 00	12065 00	
Woodstock	587 00	5 00	4567 20	
Total	22171 00	1215 01	278008 32	

Schools of Ontario.—Continued.

EXPENDITURE.							
Clergy Fund, Reserve Balances, and other sources.	Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and building School Houses.	For Rent and Repairs, Collectors' fees, fuel, and other expenses.	Total Expenditure for all Public School purposes.	Balance.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
533 85	4701 26	2770 25	149 50	.....	601 96	3521 71	1179 55
2103 21	7082 52	6184 02	92 52	.....	153 34	6429 88	652 64
616 97	21488 17	7908 98	130 00	.....	13399 30	21438 28	49 89
2066 32	8530 72	4129 15	95 81	2515 16	1700 16	8440 28	90 44
1424 92	3495 90	1400 00	.....	.....	267 69	1667 69	1828 21
595 40	5403 50	3425 00	107 34	170 57	1400 34	5103 25	300 25
393 69	3361 53	2371 24	22 59	.....	947 70	3341 53	20 00
10713 59	16763 09	5191 28	101 00	.....	10326 85	15619 13	1143 96
6297 68	23436 10	9465 00	127 36	.....	4788 62	14380 98	9055 12
2381 02	5087 33	1996 67	146 56	.....	673 69	2816 92	2270 41
502 02	3835 52	2632 47	107 00	.....	1006 45	3745 92	89 60
667 00	6518 05	4388 50	96 05	859 83	1062 78	6407 16	110 89
366 78	5879 25	4010 85	78 50	.....	1114 91	5204 26	674 99
974 78	3923 41	2300 00	26 26	423 64	987 94	3737 84	185 57
472 56	5348 25	3052 10	11 60	.....	1177 81	4241 51	1106 74
78 41	2044 83	1000 00	96 22	592 00	356 61	2044 83	.....
3128 71	11016 69	4924 00	89 76	3014 00	1260 06	9287 82	1728 87
15 00	6083 00	4310 00	90 00	.....	1481 77	5881 77	201 23
2607 84	12296 92	6583 14	113 50	26 56	5305 55	12028 75	268 17
837 10	7082 84	4399 72	.....	766 14	994 32	6160 18	922 66
3185 35	6591 22	3307 76	.....	389 84	2752 86	6450 46	140 76
3734 96	9687 12	5405 83	303 06	1810 12	1830 34	9349 35	337 77
300 94	13996 94	1960 00	.....	11252 58	647 99	13860 57	136 87
54 11	2705 11	2170 75	5 00	97 73	402 58	2676 06	29 05
1148 16	2906 46	1590 00	10 00	150 00	365 15	2115 15	791 31
1469 66	4775 66	2925 00	80 00	.....	536 10	3541 10	1234 56
21 08	4525 89	3163 25	50 00	.....	1265 64	4478 89	47 00
484 95	2291 52	1135 60	30 00	.....	203 42	1368 42	923 10
104 64	2197 90	1587 44	.....	.....	311 28	1898 72	299 18
2203 54	2667 29	2123 48	.....	131 71	412 10	2667 29	.....
206 64	3248 75	2337 85	64 22	.....	846 68	3248 75	.....
180 04	5749 51	3910 00	110 06	219 27	1412 30	5651 63	97 88
2 43	1539 68	1270 25	.....	.....	267 10	1537 35	2 33
818 11	5334 87	3300 83	11 10	.....	1315 40	4627 33	707 54
220 01	7464 02	3316 91	17 00	1451 67	2626 13	7411 71	52 31
3790 14	6578 40	2114 49	41 50	353 03	3931 25	6440 27	138 13
1374 17	12659 09	6307 73	33 50	3138 95	2900 14	12380 32	278 77
81 00	5087 74	2865 00	29 48	800 00	1373 99	5068 47	19 27
442 23	6081 10	3227 34	.....	1225 36	1090 45	5543 15	537 95
85 10	7445 54	5827 27	21 00	.....	1587 27	7435 54	10 00
979 52	5002 96	2812 71	65 50	860 00	1206 93	4945 14	57 82
327 35	2300 86	1690 00	70 04	.....	498 58	2258 62	42 24
502 87	6879 97	4020 00	67 25	1583 40	1209 32	6879 97	.....
1520 06	4420 06	2292 30	118 55	.....	612 62	3023 47	1396 59
1513 91	9683 55	3621 00	11 05	617 45	4907 48	9156 98	526 87
740 40	7390 15	3901 49	28 50	.....	2027 17	5957 16	1432 99
164 60	9807 97	6987 75	281 72	.....	1819 56	9089 03	718 94
316 35	5004 60	3872 93	28 40	.....	937 93	4839 26	165 34
4347 77	8553 90	2919 05	37 90	3590 00	883 06	7430 01	1123 89
114 46	3946 77	1975 00	40 00	135 00	1599 60	3749 60	197 17
3232 59	6244 16	1722 58	172 54	.....	3727 01	5622 13	622 03
158 68	3343 68	2197 21	50 26	.....	853 52	3100 99	242 69
141 50	4616 38	3681 25	40 00	.....	895 13	4616 38	.....
106 11	12977 11	6707 31	358 00	1800 59	3022 34	11888 24	1088 87
1470 92	6630 12	4340 02	10 00	.....	1622 28	5972 30	657 82
72320 60	373714 93	195029 15	3867 20	37974 60	100908 55	337779 50	35935 43

TABLE A.—The Public

TOTAL.	RECEIPTS.			
	For Teachers' Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Counties, &c.	208179 05	15499 65	351763 90	1564126 22
Cities	21612 50	1389 81	228532 91	.....
Towns	22171 00	1215 01	278008 32	.....
Grand Total, 1877	251962 55	18104 47	858305 13	1564126 22
Do 1876	249056 01	20620 18	793161 11	1553574 07
Increase	2006 54	.....	65144 02	10552 15
Decrease .....	.....	2515 71	.....	.....

NOTE.—All moneys reported in the Tables represent actual payments made between the 1st of January and 31st December.

Schools of Ontario.—*Concluded.*

		EXPENDITURE.					
Clergy Reserve Fund, and other sources.	Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and building School Houses.	For Rent and Repairs, Collectors' fees, fuel, and other expenses.	Total Expenditure for all Public School purposes.	Balance.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
581435 78	2721004 60	1681148 76	35846 99	389211 17	326550 05	2432756 97	288247 63
76931 01	328466 23	161921 59	7825 28	50207 13	82999 14	302953 14	25513 09
72320 60	373714 93	195029 15	3867 20	37974 60	100908 55	337779 50	35935 43
730687 39	3423185 76	2038099 50	47539 47	477392 90	510457 74	3073489 61	349696 15
776344 41	3393655 78	1838321 47	49082 39	630265 67	488786 68	3006456 21	387199 57
.....	29529 98	199778 03	.....	.....	21671 06	67033 40	.....
45657 02	.....	.....	1542 92	152872 77	.....	.....	37503 42

Tables A, B, C, D, E, include the statistics of R. C. Separate Schools. These statistics are given separately in Table F.

TABLE B.—The Public

COUNTIES. (Including incorporated Villages, but not Cities or Towns).	School population, between 5 and 16 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.
Glengarry	5062	26	4960	257	4	5247	2728
Stormont	4765	24	4356	200	12	4592	2456
Dundas	5817	.....	5519	293	.....	5812	3112
Prescott	4238	31	3732	106	3	3872	1984
Russell	4436	20	3862	155	23	4060	2171
Carleton	9110	17	8888	460	39	9404	5107
Grenville	5530	5	5275	246	7	5533	2905
Leeds	8230	27	8175	398	10	8610	4551
Lanark	8424	53	8193	242	10	8498	4508
Renfrew	7010	42	6969	232	9	7252	3840
Frontenac	7315	17	7083	269	6	7375	3810
Lennox and Addington	6188	10	6108	335	8	6461	3387
Prince Edward	4420	11	4417	340	21	4789	2529
Hastings	11587	28	10278	431	27	10764	5690
Northumberland	9753	10	8938	472	21	9441	5081
Durham	7810	45	7805	475	25	8350	4706
Peterborough	5897	30	5696	173	8	5907	3110
Victoria	9455	45	9452	350	13	9860	5214
Haliburton	1271	8	1038	37	2	1085	574
Ontario	12833	33	12420	613	38	13104	7136
York	17510	29	17501	885	30	18445	10014
Peel	6537	8	6318	337	12	6675	3623
Simcoe	18332	219	17393	1068	35	18715	10007
Halton	5270	17	5269	320	17	5623	3096
Wentworth	6986	10	6916	364	20	7310	4039
Brant	5094	16	4896	251	8	5171	2902
Lincoln	5245	14	5198	275	10	5497	2930
Welland	6615	31	6365	308	13	6717	3607
Haldimand	6787	24	6646	371	12	7053	3788
Norfolk	9295	46	9080	527	43	9696	5153
Oxford	10070	7	10067	616	16	10706	5780
Waterloo	9285	.....	8865	256	.....	9121	4987
Wellington	16760	47	16757	880	63	17747	9541
Grey	19100	63	18643	1065	33	19804	10654
Perth	11322	26	10804	368	14	11212	5988
Huron	20893	50	20036	803	47	20936	11172
Bruce	17747	80	16832	753	45	17710	9522
Middlesex	17904	42	17653	737	47	18479	9829
Elgin	10156	38	8566	779	31	9414	5099
Kent	10821	21	10748	477	30	11276	5978
Lambton	11193	29	11073	448	18	11568	6072
Essex	8760	30	7856	241	10	8137	4321
Districts	2366	12	2016	77	1	2106	1118
Total	393199	1341	378662	18290	841	399134	213819
CITIES.							
Brantford	3065	2	2328	34	1	2365	1222
Hamilton	7600	4	7300	19	.....	7323	3739
Kingston	4470	5	3558	39	.....	3602	1761
London	5000	1	4715	26	1	4743	2465
Ottawa	6000	7	5371	41	2	5421	2845
St. Catharines	2800	3	2485	29	3	2520	1292
Toronto	17000	21	14252	25	1	14299	7381
Total	45935	43	40009	213	8	40273	20705

Schools of Ontario.

THE PUBLIC SCHOOLS.

Girls.	NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 years of age not attending any school for four months of the year.	Average attendance of pupils.
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.		
2519	511	935	1354	1154	875	418	724	2033
2136	497	990	1194	979	852	80	213	1897
2700	483	1068	1577	1403	1012	269	37	2612
1888	411	741	948	849	690	233	733	1602
1889	513	802	1142	844	579	180	642	1658
4297	809	1789	2475	2132	1764	435	455	3872
2628	491	1056	1392	1427	1021	146	157	2376
4059	743	1511	2041	2059	1892	364	197	3815
3990	719	1443	2053	1926	1728	629	263	3969
3412	733	1443	1699	1814	1185	378	565	2522
3565	997	1719	2028	1377	1087	167	817	2691
3074	705	1385	1767	1326	1082	196	430	2579
2260	327	770	1307	1076	1044	265	308	2162
5074	1313	2159	2829	2320	1887	256	1094	4421
4360	817	1805	2521	2139	1700	459	432	4009
3644	759	1694	2361	1915	1433	188	295	3556
2797	613	1201	1560	1296	1058	179	678	2375
4646	1027	2066	2621	2202	1633	291	478	3939
511	170	256	339	171	87	62	69	3380
5968	1087	2549	3477	2936	2567	488	371	5697
8431	1540	3634	4654	4199	3580	838	1057	7218
3052	670	1444	1831	1510	1106	114	444	2701
8708	2076	3821	5134	3997	3149	538	819	7572
2527	515	1050	1548	1266	1134	110	351	2401
3271	643	1400	1913	1672	1414	268	316	3140
2269	417	891	1413	1143	1110	197	69	2283
2567	518	996	1448	1267	1062	206	444	2272
3110	726	1358	1816	1378	1182	257	229	2612
3265	544	1257	1951	1659	1364	278	272	3159
4543	1076	2083	2750	2213	1382	192	335	3778
4926	707	1838	2645	2495	2354	667	447	5043
4134	546	1203	2374	2230	2278	490	369	4786
8206	1491	3364	4736	3995	3431	730	953	7509
9150	2426	4571	5668	3997	2737	405	1695	6819
5224	754	1928	2913	2635	2536	446	457	4931
9764	1655	3674	5523	4853	4285	946	1390	9170
8188	1596	3385	4837	4113	3218	561	1541	7389
8630	1492	3208	4647	4300	4157	675	495	8208
4315	813	1905	2391	1700	2228	377	189	4214
5298	1077	2209	2983	2825	1905	277	1122	4495
5496	1102	2215	2991	2641	2162	457	616	4992
3816	970	1604	2266	1705	1372	220	664	3206
988	365	484	575	369	241	72	301	714
185315	37444	76904	105692	89507	74583	15004	13542	166827
1143	109	293	444	537	787	195	84	1383
3584	373	868	1689	1422	2311	660	200	4378
1841	160	442	969	976	930	125	.....	1982
2278	487	616	1078	927	1515	120	950	2476
2576	397	743	1606	987	1134	554	245	3020
1228	161	322	628	514	754	141	68	1343
6918	836	1643	3560	2688	4381	1191	.....	8274
19568	2523	4927	9974	8051	11812	2986	1547	22856

TABLE B.—The Public

TOWNS.	School population, between 5 and 16 years of age.	PUPILS ATTENDING					Boys.
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	
Amherstburgh.....	671	.....	665	49	.....	714	302
Barrie.....	1350	2	965	83	1	1051	529
Belleville.....	2500	.....	2360	10	1	2371	1232
Berlin.....	1102	.....	874	3	1	878	497
Bothwell.....	350	.....	297	9	2	308	156
Bowmanville.....	900	.....	844	16	2	862	450
Brampton.....	889	.....	687	3	.....	690	354
Brockville.....	1530	.....	1440	.....	.....	1440	723
Chatham.....	2000	1	1975	14	1	1991	963
Clinton.....	695	.....	625	5	.....	630	306
Clifton.....	570	.....	496	11	.....	507	259
Cobourg.....	1400	1	1178	6	2	1187	623
Collingwood.....	1199	.....	1041	18	.....	1059	578
Cornwall.....	876	.....	673	22	.....	695	390
Dundas.....	900	1	845	3	.....	849	462
Durham.....	253	.....	221	.....	.....	221	103
Galt.....	1291	.....	1042	.....	.....	1042	552
Goderich.....	1300	.....	1134	5	1	1140	580
Guelph.....	2431	.....	2009	23	.....	2032	1051
Ingersoll.....	1100	.....	1058	18	.....	1076	563
Kincardine.....	1076	6	1060	9	.....	1075	560
Lindsay.....	1800	11	1774	29	2	1816	957
Listowel.....	580	.....	550	2	.....	552	280
Meaford.....	560	.....	504	46	.....	550	254
Milton.....	358	2	317	9	.....	328	187
Mitchell.....	700	.....	663	9	1	673	344
Napanee.....	1200	.....	1178	11	.....	1189	641
Niagara.....	330	3	262	6	.....	271	142
Oakville.....	527	.....	464	12	.....	476	250
Orangeville.....	820	.....	717	2	1	720	375
Orillia.....	1000	.....	992	7	.....	999	521
Owen Sound.....	1200	13	1068	11	.....	1092	555
Palmerston.....	360	.....	325	5	.....	330	172
Paris.....	900	.....	869	.....	.....	869	455
Pembroke.....	600	.....	568	9	.....	577	237
Perth.....	700	.....	620	30	2	652	338
Peterborough.....	2000	5	1930	60	5	2000	1044
Petrolia.....	850	.....	832	7	.....	839	439
Pictou.....	720	.....	639	50	.....	689	351
Port Hope.....	1399	.....	1242	15	.....	1257	634
Prescott.....	800	.....	750	9	1	760	408
Sandwich.....	300	1	299	23	.....	323	162
Sarnia.....	1200	.....	1152	15	3	1170	610
Seaforth.....	707	.....	619	11	.....	630	332
St. Mary's.....	1024	.....	986	3	.....	989	502
St. Thomas.....	1370	.....	1296	33	.....	1329	651
Stratford.....	2000	.....	1940	15	.....	1955	964
Strathroy.....	1000	.....	896	12	.....	908	450
Thorold.....	726	.....	717	6	.....	723	476
Tilsonburgh.....	550	.....	514	10	.....	524	271
Walkerton.....	690	.....	570	16	.....	586	323
Waterloo.....	650	.....	491	6	1	498	255
Whitby.....	950	.....	900	11	1	912	499
Windsor.....	1642	.....	1338	7	.....	1345	654
Woodstock.....	1213	.....	1099	5	.....	1104	580
Total.....	55670	46	50570	809	28	51453	26546

Schools of Ontario.—Continued.

THE PUBLIC SCHOOLS.

Girls.	NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 years of age not attending any school for four months of the year.	Average attendance of pupils.
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.		
412	49	67	114	159	265	60	.....	381
522	95	220	188	314	224	10	.....	586
1139	307	286	431	450	666	231	49	1215
381	41	104	195	186	308	44	19	498
152	29	49	75	53	82	20	2	147
412	46	122	200	181	267	46	.....	443
336	44	62	143	162	279	.....	.....	372
717	69	127	196	540	293	215	26	868
1028	204	286	562	341	513	85	169	904
324	26	29	90	200	190	95	.....	353
248	24	43	112	102	173	53	50	303
564	87	136	240	283	332	109	.....	662
481	103	175	307	252	216	6	59	472
305	89	138	170	147	148	3	41	315
387	51	131	176	182	291	18	.....	456
118	10	50	36	72	35	18	25	154
490	50	99	210	214	390	79	.....	671
560	62	124	222	279	415	38	.....	650
981	112	242	466	492	640	80	71	1139
513	75	117	250	278	306	50	.....	570
515	97	165	274	353	155	31	.....	520
859	156	254	455	511	339	101	.....	868
272	25	102	143	141	115	26	15	354
296	19	85	92	151	180	23	.....	293
141	19	43	76	52	111	27	20	172
329	19	118	138	138	245	15	4	390
548	97	184	308	267	324	9	.....	477
129	7	41	56	55	7	39	.....	166
226	38	87	145	128	74	4	3	236
345	20	50	230	350	70	.....	100	330
478	111	182	342	198	132	34	14	394
537	96	158	231	237	329	41	.....	581
158	34	47	74	30	84	61	.....	207
414	47	101	191	222	267	41	.....	480
340	45	83	142	149	142	16	.....	210
314	30	42	112	127	221	120	4	431
956	161	313	487	421	506	112	.....	927
400	76	134	192	170	258	9	21	418
338	36	84	144	156	221	48	.....	486
623	61	152	271	316	457	.....	.....	759
352	41	59	145	126	225	164	35	473
161	19	31	63	90	79	41	.....	161
560	124	177	256	191	356	66	12	594
298	43	63	111	147	170	96	3	361
487	68	116	377	250	175	3	12	513
678	82	166	411	448	205	17	76	718
991	128	242	459	454	597	75	.....	1076
458	37	92	148	193	378	60	.....	559
247	47	80	149	141	249	57	.....	361
253	38	70	105	100	161	50	.....	252
263	36	108	120	121	201	.....	15	309
243	23	68	65	120	199	23	.....	280
413	55	113	247	196	257	44	.....	501
691	114	177	228	250	407	169	40	888
524	86	156	295	253	286	28	.....	577
24907	3708	6750	11665	12139	14281	2910	885	27501

TABLE B.—The Public

TOTAL.	School population, between 5 and 16 years of age.	PUPILS ATTENDING					Boys.
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	
Counties, &c.....	393199	1341	378662	18290	841	399134	213819
Cities	45935	43	40009	213	8	40273	20705
Towns	55670	46	50570	809	28	51453	26546
Grand Total, 1877	494804	1430	469241	19312	877	490860	261070
Do 1876	502250		464364			490537	260809
Increase.....			4877			323	261
Decrease	7446						

NOTE.—Pupils “of other ages” amounted

Schools of Ontario.—*Concluded.*

THE PUBLIC SCHOOLS.

Girls.	NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 years of age not attending any school for four months of the year.	Average attendance of pupils.
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.		
185315	37444	76904	105692	89507	74583	15004	13542	166827
19568	2523	4927	9974	8051	11812	2986	1547	22856
24907	3708	6750	11665	12139	14281	2910	885	27501
229790	43675	88581	127331	109697	100676	20900	15974	217184
229728	46474	91612	128455	108122	94953	20921	.....	212483
62	.....	.....	.....	1575	5723	.....	.....	4701
.....	2799	3031	1124	.....	.....	21	.....	.....

in 1876 to 26,173; and in 1877 to 21,619.

TABLE C.—The Public

NUMBER OF PUPILS IN THE

COUNTIES. (Including Incorporated Villages, but not Cities or Towns).	READING.						Spelling and Dicta- tion.	Writing.	Arithmetic.	Geography.
	1st Reading Book.	2nd Reading Book.	3rd Reading Book.	4th Reading Book.	5th Reading Book.	No of Pupils in Sixth Class.				
Glengarry	1605	1130	1319	943	225	25	5247	3763	3972	2899
Stormont	1359	807	1159	807	454	6	3170	3289	3330	2323
Dundas	1586	993	1227	1309	697	.....	5346	3915	3922	2672
Prescott	1224	933	1191	524	.....	.....	3004	2565	3258	1360
Russell	1515	1190	775	554	153	.....	2124	2643	2676	1498
Carleton	2579	1965	2392	1643	786	39	6503	7099	6614	4044
Grenville	1510	1120	1547	952	38	20	3875	4183	4258	2831
Leeds	2239	1852	2689	1528	149	.....	6439	6379	6513	5629
Lanark	2422	1928	2607	1312	184	.....	5938	6458	6712	5447
Renfrew	2346	1559	1918	993	241	.....	3997	4806	4847	3116
Frontenac	2437	1880	2366	651	41	.....	6079	5664	5500	4406
Lennox and Addington ..	1839	1481	2006	1063	72	.....	5644	6310	5711	5476
Prince Edward	1122	944	1311	1175	237	.....	3927	4110	4125	3608
Hastings	4458	2704	2656	839	103	4	6011	6633	9544	7059
Northumberland	2900	2403	2717	1226	187	8	9441	9188	8777	8621
Durham	2495	1774	2419	1371	279	12	6179	6725	6696	5342
Peterborough	2021	1475	1637	708	64	2	4843	5000	4992	4192
Victoria	2987	2454	2828	1313	237	20	7281	8083	7629	6482
Haliburton	377	265	285	135	21	2	816	851	842	782
Ontario	3811	2772	3634	2305	525	19	10313	10764	10316	7819
York	5653	3657	5015	2852	947	33	14276	14962	14647	11092
Peel	2178	1751	1901	808	37	.....	5981	5878	5679	4032
Simcoe	5944	4576	5141	2786	232	36	14021	13505	13128	9926
Halton	2117	1378	1572	521	35	.....	5550	5482	5245	3472
Wentworth	1891	1550	2211	1241	417	.....	5978	5868	6148	4142
Brant	1386	1084	1494	848	359	.....	4293	4417	4563	4318
Lincoln	1444	1225	1544	967	317	.....	3974	4141	4312	3074
Welland	1643	1224	1833	1128	847	42	5014	5535	5616	4051
Haldimand	1759	1403	1918	1376	576	21	5735	6622	5583	4401
Norfolk	2352	2004	2525	1801	919	25	6749	7566	7315	4885
Oxford	3142	2525	3300	1473	222	44	7930	8388	8830	6986
Waterloo	2936	1993	2631	1292	241	78	6919	7825	8018	6264
Wellington	4988	3644	4779	2947	1358	31	13902	13825	14304	9984
Grey	6330	4622	5378	2789	535	87	13514	15266	15376	10377
Perth	3404	2552	3229	1572	406	49	8323	9028	9053	6350
Huron	6697	4724	6125	2581	660	39	18675	18879	19173	14576
Bruce	5807	4222	5085	2306	290	.....	13294	13790	14081	10157
Middlesex	5163	4068	5250	3201	789	8	14008	14345	14930	10419
Elgin	2202	1752	2124	2012	1237	87	7697	7033	7305	5529
Kent	3867	2499	2867	1663	375	5	8659	7770	8632	6577
Lambton	3433	2666	3100	1822	539	14	8958	9202	9299	6894
Essex	2983	1721	1929	1104	400	.....	6334	6865	6788	5100
Districts	997	538	435	136	.....	.....	1643	1668	1514	994
Total	121148	89001	110069	60577	16777	756	307604	316188	319833	309206
CITIES.										
Brantford	716	469	770	279	131	.....	2197	1984	2021	1924
Hamilton	2445	1555	1923	1166	230	.....	7321	7200	6872	6995
Kingston	976	759	1020	406	318	123	2717	2940	2945	2562
London	1434	1661	1572	613	63	.....	3413	4238	4010	3041
Ottawa	1715	800	1120	487	312	.....	3731	3744	3770	2319
St. Catharines	752	499	688	401	180	78	2428	2346	2346	1663
Toronto	5471	3027	3307	1352	496	476	13987	13097	13678	13430
Total	13509	8170	10400	4704	1730	677	35794	35549	35642	31934

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy (Girls only).	Book-keeping.	Drill and Calisthenics.
866	972	1117	2354	577	527	102	260	62	119	66	29		205	223
227	757	441	1501	252	329	89	91	53	26	16	16		82	144
24	502		2426	431	468	64		61	115		12		108	
79	195	417	1238	350	202	59	44		40				14	
388	453	1626	1155	298	199	54		28	34	1		151	39	
751	1400	806	3494	689	954	158	186	148	122	29	7	24	173	525
746	680	801	2363	630	521	184	132	136	99	39	12	12	183	25
971	620	569	4006	1331	1259	407	55	144	118	7	31		136	219
2315	1675	1971	4185	621	890	65	25	62	26	10		17	4	
218	970	355	2601	404	496	44	58	44	42	2	7	30	63	60
794	1746	966	2970	373	467	72	44	68	41	16	5		98	24
2365	1509	1613	2740	383	670	36	100	61	51	56	14	1	152	90
2462	845	2022	2742	953	941	88	695	153	90	27	20		278	313
2819	2935	5626	3957	468	629	114	147	108	123	1	15	1	162	1087
953	1080	1866	5116	571	962	192	201	247	220	46	11		257	
572	1186	1751	4006	337	1339	122	162	292	187	64	58	13	286	385
1216	591	1027	2872	165	345	6	173	39	33	1	1		57	239
4487	4050	2534	2665	590	823	167	328	248	159	115	61	30	164	776
35	231	155	496	59	96	27		26	14		15	34	3	103
2482	7034	2856	6963	779	1780	355	380	316	336	114	54	18	322	827
6293	5653	6376	8069	1653	2513	559	779	417	377	98	41	193	413	960
2688	1694	2375	2848	508	733	104	165	81	145	4	28	6	136	170
2068	4017	3662	8163	2963	1950	463	309	131	123	72	66		228	413
4042	1474	3179	2435	598	527	29	105	105	54	112	6	11	87	53
1315	1036	1045	3695	548	901	259	274	268	180	15	4	12	231	105
2252	1910	1409	2832	832	926	252	398	400	229	73	52	66	244	369
515	164	519	2523	226	581	81	20	125	128		2		156	83
862	1662	1913	3315	575	791	138	242	164	173	26	73		248	136
2155	1253	1337	3643	985	1410	411	52	136	79	37	27	3	147	40
1808	3032	569	6013	472	1278	230	471	136	160	39	19	10	577	100
2278	2813	2710	5219	968	1177	339	572	288	320	112	44	35	309	431
5871	6146	2610	4149	872	757	188	320	256	120	65	81	172	145	980
4159	6415	2924	8135	1134	2782	391	939	458	593	49	172	191	658	1169
5142	4831	4492	7770	1690	2330	451	135	354	466	267	14	3	354	366
2482	3352	2921	5299	701	1321	201	757	329	378	44	64		141	271
13115	8977	11317	9649	2397	2581	397	1378	701	715	645	258	19	543	1713
4495	5259	5171	7855	1170	1982	363	491	280	361	59	138	71	252	807
5485	7091	3870	8577	858	2414	423	411	398	322	28	16	1	324	1470
1701	1723	3095	4268	612	1593	300	553	291	202	187	63	48	353	206
4957	3397	4228	5261	782	1469	157	254	365	351	353	85	52	458	615
1159	2567	1622	5230	761	1351	127	281	266	173	30	28	14	251	92
1935	1969	3932	3310	822	641	152	214	61	82	60	8	8	209	370
474	519	676	659	87	86	6	23	4	4				20	12
102021	106385	100471	178767	32475	45941	8426	12224	8310	7730	2985	1657	1136	9270	15973
2037	2282	1536	1150	420	370	204	322	206	118	84	84		118	468
5678	7118	5412	2582	158	1155	158		102	158		158	175	137	840
1775	2990	1686	1807	857	716	216	558	257	589	143	153	16	219	476
1231	3390	179	2302	97	646			39	63			13		528
3045	3141	2285	2633	617	591	674	249	249	249	249	249	73	249	87
2016	2221	1516	1213	543	496	172	374	120	120		42	62	140	
11090	13104	9100	12675	3448	2218	1540	3907	1320	1331	7	1135	1189	1376	2135
26872	34246	21708	24362	5140	6192	2964	5410	2293	2628	483	1819	1528	2239	4534

TABLE C.—The Public

NUMBER OF PUPILS IN THE

TOWNS.	READING.						Spelling and Dicta- tion.	Writing.	Arithmetic.	Geography.	Drawing.
	1st Reading Book.	2nd Reading Book.	3rd Reading Book.	4th Reading Book.	5th Reading Book.	No. of Pupils in Sixth Class.					
Amherstburgh	234	161	171	95	53	.....	602	560	631	422	305
Barrie	296	243	374	138	.....	.....	919	934	959	731	161
Belleville	897	447	660	287	50	.....	2117	2317	2371	1653	1460
Berlin	333	162	242	124	15	.....	682	682	763	794	735
Bothwell	110	76	81	22	19	.....	238	208	238	198	198
Bowmanville	374	125	222	141	.....	.....	862	862	860	483	.....
Brampton	248	166	194	82	.....	.....	627	495	548	435	607
Brockville	536	329	275	133	131	36	1440	1360	1360	1360	.....
Chatham	753	354	537	180	55	.....	1090	1378	1539	1071	1527
Clifton	141	132	103	96	35	.....	507	466	466	314	243
Clinton	161	161	142	114	52	.....	469	469	469	404	286
Cobourg	394	336	315	111	27	4	1114	1127	1111	874	643
Collingwood	351	230	298	174	.....	.....	981	897	1015	472	.....
Cornwall	228	164	124	111	68	.....	295	504	638	618	360
Dundas	277	148	219	205	.....	.....	703	689	707	682	16
Durham	31	42	67	61	20	.....	254	254	254	223	170
Galt	346	167	310	152	67	14	755	1028	1005	670	637
Goderich	366	298	290	174	12	.....	799	1128	1128	762	342
Geulph	690	391	559	357	35	.....	1716	1532	1647	1400	1521
Ingersoll	322	202	333	219	.....	.....	851	1076	1076	754	940
Kincardine	302	342	289	142	.....	.....	945	920	967	635	573
Lindsay	678	369	500	211	50	8	1621	1298	1399	973	493
Listowel	152	149	170	81	.....	.....	400	400	400	400	.....
Meaford	257	188	38	53	14	.....	497	497	497	328	80
Milton	122	76	102	17	11	.....	328	328	328	206	240
Mitchell	193	212	201	67	.....	.....	600	673	673	480	268
Napanee	272	349	404	164	.....	.....	1144	1062	1189	693	1062
Niagara	81	45	69	32	34	.....	233	260	260	151	46
Oakville	136	167	132	41	.....	.....	459	440	425	307	440
Orangeville	235	200	140	72	73	.....	537	537	537	337	300
Orillia	479	245	111	164	.....	.....	626	626	999	520	411
Owen Sound	367	251	266	208	.....	.....	877	731	919	913	.....
Palmerston	106	56	118	41	9	.....	224	254	254	254	.....
Paris	245	199	234	170	21	.....	797	867	867	797	60
Pembroke	161	113	189	64	16	34	480	453	394	247	259
Perth	174	151	174	153	.....	.....	620	620	620	607	.....
Peterborough	781	411	403	379	26	.....	1642	1849	1749	1227	1022
Petrolia	357	194	140	75	73	.....	652	652	739	462	237
Pictou	200	166	132	123	43	25	547	597	689	548	482
Port Hope	337	273	366	178	50	53	1257	1257	1257	879	303
Prescott	251	117	205	125	38	.....	569	651	674	453	325
Sandwich	110	65	77	49	22	.....	296	296	296	198	20
Sarnia	412	324	235	187	8	4	813	1127	1127	771	347
Seaforth	240	121	161	62	43	3	390	480	530	377	630
St. Mary's	251	280	314	144	.....	.....	964	964	964	758	326
St. Thomas	482	367	233	240	7	.....	804	1108	1108	1100	1061
Stratford	696	364	666	229	.....	.....	1886	1843	1873	1645	1833
Strathroy	319	224	187	178	.....	.....	908	471	888	365	92
Thorold	187	143	229	105	52	.....	499	572	606	386	100
Tilsonburgh	227	79	158	27	33	.....	524	524	524	383	306
Walkerton	153	121	176	84	52	.....	586	586	586	433	433
Waterloo	206	91	111	78	12	12	201	292	498	498	498
Whitby	282	176	221	214	5	.....	796	839	848	524	490
Windsor	426	279	312	277	19	.....	1148	1125	1200	1065	151
Woodstock	400	266	258	180	.....	.....	1104	1104	1104	571	1104
Total	17345	11507	13237	7590	1350	195	42995	44269	46773	34811	24143

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy. (Girls only.)	Bookkeeping.	Drill and Calisthenics.
494	306	277	10	94	8		30				126	30	
936	419	647	176	131	6		2					20	50
2183	1898	1118	696	310	72			21	1			8	1883
329	476	403	67	67	67	67	10	10			79		
242	242	122	16	16			16	7	7			8	
862		330		73									
	607	241	63	82	82								
		575	446	356	61	221	44	62					
1867	1429	748	194	194	104	85	77	29	135	34	153	36	
264	352	206	5	88	40		10		24			88	
521	360	240	57	109								23	
958	553	566	324	155	88	70	90	39	70	31		90	449
1059	561	472		36									
389	119	299	94	94	77	14	69	25		8		18	
231	208	344	66	26	44		48	68	10	16		72	
170	170	117	117	84	23	23	23	23	23	23		23	
777	20	562	80	138	46	70	67	35	65	65			
1140	537	403	148	148	3	77	14					5	
1727	536	995	290	340	8		10	24				12	166
	869	572	85	204	13	66		66				66	
937	787	431	121	142									
1193	440	888	245	175	120	70	48	53		38	70	31	334
		251		81								10	
67	89	246		67			50	30	14	14		30	
280	205	160	22	28			11	6				11	
	413	274		67									
1189	900	519	208	164			50	2				7	704
105		110	81	76	76		4	1	12			12	
287	358	181	98	40		2							
435	435	337	80	80	80		30	12				40	
	136	520	164	78		40							
412	70	401	49	62									
	280	168	9	50		9	9	9				9	
132	369	590	174	194									193
106	368	299	30	78							106	20	181
519	519	586		530									
825	462	948	107	233	551						50	6	
170		338		148			73	30			180	73	
40	409	297	158	169	68	61	61	55	50			61	
		508		163			103	53				163	
504	502	366	184	131	15	11	22	1	24		98	23	96
50	323	157	82	28	28		15	15					
757	160	737	104	246	31		8	14		10	19	8	
630	253	269		48	4	4	24	24	3				
242	778	458		146									
868	777	756	17	220	17								
211	1416	884	308	182		50						20	
474	566	365		84									
421	72	292	120	45	30		20	8		14	77	23	40
306	227	218	60	60			33	33				33	
450	450	433	52	136									
435	498	265	51	68		68	19	30				68	
664	339	453	13	124		84	1					14	
349	969	308	173	493	19	258	19	85	59		180	19	
1104	924	438	143	180									
28311	24156	23848	5786	7561	1781	1350	1110	870	497	253	1138	1180	4096

TABLE C.—The Public

NUMBER OF PUPILS IN THE

TOTAL.	READING.						Spelling and Dicta- tion.	Writing.	Arithmetic.	Geography.
	1st Reading Book.	2nd Reading Book.	3rd Reading Book.	4th Reading Book.	5th Reading Book.	No. of Pupils in 6th Class.				
Counties, &c.....	121148	89001	110069	60577	16777	756	307604	316188	319833	309206
Cities.....	13509	8170	10400	4704	1730	677	35794	35549	35642	31934
Towns ..	17345	11507	13237	7590	1350	195	42995	44269	46773	34811
Grand Total, 1877.....	152002	108678	133706	72871	19857	1628	386393	396006	402248	375951
“ 1876.....	156425	99977	147263	77861	9011	.....	.....	400774	389933	368733
Increase.....	.....	8701	.....	.....	10846	.....	.....	.....	12315	7218
Decrease.....	4423	.....	13557	4990	.....	.....	.....	4768	.....	.....

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy. (Girls only).	Book-keeping.	Drill and Calisthenics.
102021	106385	100471	178767	32475	45941	8426	12224	8310	7730	2985	1657	1136	9270	15973
26872	34246	21708	24362	5140	6192	2964	5410	2293	2628	483	1819	1528	2239	4534
24143	28311	24156	23848	5786	7561	1781	1350	1110	870	497	253	1138	1180	4096
153036	168942	146335	226977	43401	59694	13171	18984	11713	11228	3965	3729	3802	12689	24603
119479	152148	.....	.....	29055	49808	7559	.....	9519	.....	.....	4117	1946	11657	16579
33557	16794	.....	.....	4346	9886	5612	.....	2194	.....	.....	.....	1856	1032	8024
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	388	.....	.....	.....

TABLE D.—The Public

PUBLIC SCHOOL

TOTAL.	TOTAL.			RELIGIOUS DENOMINATIONS.									
	Public School Teachers.	Male.	Fem le.	Chur England.	Roman Catholic Church.	Presbyterian.	Methodist.	Baptist.	Congregational.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.
Counties, &c.....	5376	2735	2641	785	582	1698	1755	301	68	30	16	55	46
Cities	476	126	350	93	123	122	100	16	17	.....	1	.....	.....
Towns	616	159	457	94	107	202	150	31	12	.....	.....	7	8
Grand Total, 1877.....	6468	3020	3448	972	812	2022	2005	348	97	30	17	62	54
“ 1876.....	6185	2780	3405	942	779	1874	1973	344	74	29	23	60	35
Increase	283	240	43	30	33	148	32	4	23	1	.....	2	19
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....

Schools of Ontario.

TEACHERS.

			CERTIFICATES.									ANNUAL SALARIES.				
Unitarian.	Plymouth Brethren.	Other Persuasions.	Total holding Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	3rd Class County Board (old).	New County Board 3rd Class.	Interim Certificates.	Highest Salary Paid.	Lowest salary paid Male Teacher.	Male Teacher without board.	Female Teacher without board.	How many Teachers have ever attended N. S. To ronto or Ottawa.	
5	1	34	5376	106	971	292	109	10	3443	445	800	100	379	260	744	
....	3	1	476	97	189	26	5	.....	155	4	1000	450	735	307	220
.....	.....	5	616	47	144	53	20	4	328	20	1100	300	583	269	120
5	4	40	6468	250	1304	371	134	14	3926	469	1100	100	547	280	1084	
3	16	33	6185	241	1201	372	139	51	3688	493	1000	120	533	268	.....
2	.....	7	283	9	103	.....	.....	.....	238	.....	100	.....	14	12	.....
.....	12	.....	.....	.....	.....	1	5	37	.....	24	....	20	.....	.....	.....

TABLE E.—The Public

TOTAL.	SCHOOLS.			SCHOOL HOUSES.					TITLE.		SCHOOL		
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame or Concrete.	Log.	Total.	Freehold.	Rented.	Inspectors.	Clergymen.	Municipal Councillors and Magistrates.
Counties, &c.	4916	4837	79	1256	460	2398	731	4845	4638	207	9042	4482	1921
Cities	104	104	.....	69	18	17	.....	104	95	9	1854	747	75
Towns.	199	199	.....	120	48	31	.....	199	194	5	1496	2648	347
Grand Total, 1877.	5219	5140	79	1445	526	2446	731	5148	4927	221	12392	7877	2343
“ 1876.	5092	5042	50	1417	514	2253	742	4926	4688	238	11667	7042	2150
Increase.	127	98	29	28	12	193	.....	222	239	.....	725	835	193
Decrease. ....	.....	.....	.....	.....	.....	.....	11	.....	.....	17	.....	.....	.....

Number of Urban School Boards; in Cities.	14	Number of pupils registered during the year in Cities.	40,273
do do in Towns	81	Number of pupils registered during the year in Towns	51,453
do do in Villages	131	Number of pupils registered during the year in Villages	42,803
	226		

Schools of Ontario.

VISITS.				EXAMINATIONS, PRIZES.		LECTURES.			PRAYERS.		MAPS.		AVERAGE DAYS OPEN	Estimated value of School property.
Judges and Members of the Legislature.	Trustees.	Other persons.	Total.	Number of Examinations.	Number of Schools distributing Prizes.	Inspectors.	Other persons.	Total.	Number of Schools opened and closed with Prayer.	Number of Schools using the Ten Commandments.	Number of Schools using Maps.	Total number of Maps.	Average number of legal teaching days open.	
174	18161	46378	80158	10360	1557	626	186	812	4017	2774	4417	33865	193	4,618,674
10	1521	2294	6501	44	85	12	8	20	74	62	104	1418	211	776,075
168	2237	5477	12373	476	86	19	38	57	190	135	145	2210	216	869,420
352	21919	54149	99032	10880	1728	657	232	889	4281	2971	4666	37493	204	6,264,169
592	21877	47653	90981	10973	1854	868	284	1152	4173	3025	4603	36874	204	.....
.....	42	6496	8051	.....	.....	.....	.....	.....	.....	.....	63	619	.....	.....
240	.....	.....	.....	93	26	211	52	263	.....	54	.....	.....	.....	.....

Number of Urban School Houses ; in Cities	104	Average daily attendance in Cities.....	22,856
do do in Towns....	199	do do in Towns	27,501
do do in Villages...	180	do do in Villages	19,550
483			

TABLE F.—The Roman Catholic

TOTAL.	Number of Separate Schools.	RECEIPTS.					EXPENDITURE.		
		Amount of Legislative Grant for Teachers' Salaries.	Legislative Grant for Maps, Apparatus, Prizes, and Libraries.	Amount received from School Rates on Supporters.	Amount subscribed by Supporters and other Sources.	Total amount received.	Amount paid to Teachers.	Amount paid for Maps, Apparatus, Prizes and Libraries, including 100 per cent.	Amount paid for other purposes.
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Counties, &c.	107	4424 55	180 31	31824 31	8939 55	45368 72	28221 94	526 92	16619 86
Cities	36	5217 50	903 65	21680 80	10833 15	38635 10	21558 37	1924 04	15152 69
Towns	42	2733 50	147 67	18672 41	14708 96	36262 54	20420 34	359 68	15482 52
Grand Total, 1877	185	12375 55	1231 63	72177 52	34481 66	120266 36	70200 65	2810 64	47255 07
Do 1876	167	12932 01	1470 43	61253 65	30827 16	106483 25	63021 30	3202 66	40259 29
Increase	18	.....	.....	10923 87	3654 50	13783 11	7179 35	.....	6995 78
Decrease .....	.....	556 46	238 80	.....	.....	.....	.....	392 02	.....

Separate Schools of Ontario.

PUPILS.		TEACHERS.			PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.													
Number of Pupils.	Average attendance.	Number of Teachers.	Male.	Female.	Number of Pupils learning Reading.	Spelling.	Writing.	Arithmetic.	Geography.	Grammar and Composition.	History.	Algebra.	Geometry and Mensuration.	Natural Philosophy.	Bookkeeping.	Number of Maps.	Number of Schools using Maps.	
7838	3597	124	45	79	7810	5611	5786	5554	3424	2996	1647	144	121	28	152	516	84	
10384	5356	122	40	82	9218	7214	6975	7146	6263	5342	5934	320	311	263	375	415	36	
6730	3596	88	20	68	6688	5095	5171	5261	3467	2836	2231	168	157	68	176	336	42	
24952	12549	334	105	229	23716	17920	17932	17961	13154	11174	9812	632	589	359	703	1267	162	
25294	12779	302	95	207	23823	22352	19172	19550	14890	10909	7021	466	253	369	912	1133	154	
.....	.....	32	10	22	.....	.....	.....	.....	.....	265	2791	166	336	.....	.....	134	8
342	230	.....	.....	.....	107	4732	1240	1589	1736	.....	.....	.....	.....	10	209	.....	.....

TABLE G.—The

SCHOOLS.		MONEYS.						
HIGH SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1876.	Legislative Grant.		Local Sources.			Total receipts.
			For Masters' salaries.	For maps, prizes, &c.	Municipal Grants.	Fees.	Other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Alexandria	Glengarry	56 26	418 50	5 20	398 00			877 96
Almonte	Lanark	156 38	646 50	125 00	1673 57		249 25	2850 70
Arnprior	Renfrew	74 07	265 00		1325 00		205 00	1869 07
Aylmer	Elgin	147 25	323 50	6 00	2019 62		200 09	2696 46
Barrie	Simcoe		568 50	42 86	1066 00	581 25	366 74	2625 35
Beamsville	Lincoln	288 59	253 00		400 00		728 96	1670 55
Belleville	Hastings		803 00		1806 35	170 00	200 00	2979 35
Berlin	Waterloo	487 82	702 00	6 51	2159 00	10 00	200 00	3565 33
Bowmanville	Durham		925 25			1485 00	455 00	2865 25
Bradford	Simcoe		210 00		539 75	18 00	245 61	1013 36
Brampton	Peel	180 50	475 50		1004 25		131 00	1791 25
Brantford	Brant		2405 13	37 20	3809 78	1393 77	1958 00	9603 88
Brighton	Northumberland	182 69	333 00		904 25		200 00	1619 94
Brookville	Leeds		383 00	6 00	450 00	52 50	1500 00	2391 50
Caledonia	Haldimand	230 54	362 00		2838 25			3430 79
Campbellford	Northumberland	40	211 00		311 00		200 00	722 40
Carleton Place	Lanark	162 12	292 00		382 75	4 00	750 00	1590 87
Cayuga	Haldimand	400 55	237 00		819 00		200 00	1656 55
Chatham	Kent	89 61	331 50		1291 00	151 00	263 54	2126 65
Clinton	Huron	121 01	834 50	102 00	5534 50	392 00	236 00	7220 01
Cobourg	Northumberland	269 53	2141 00	50 69	1900 00	1084 25	1100 00	6545 47
Colborne	Northumberland	335 55	415 00	11 35	834 50		297 46	1893 86
Collingwood	Simcoe	69 25	1392 00	14 10	1557 75		9254 77	12287 87
Cornwall	Stormont	595 34	422 50	20 00	8580 00	210 00	656 17	10484 01
Drummondville	Welland	182 63	470 50		754 25	277 50	22 02	1706 90
Dundas	Wentworth	210 56	550 50		1082 12			1843 18
Dunnville	Haldimand	65 52	418 50		660 00		300 00	1444 02
Elora	Wellington	590 47	762 25		1137 79		583 16	3073 67
Farmersville	Leeds	132 77	530 50		640 00		143 00	1446 27
Fergus	Wellington		586 00	12 75	718 82			1817 57
Fonthill	Welland		406 50					406 50
Galt	Waterloo	792 36	2015 13		1876 31	3777 80	13500 00	21961 60
Gananogue	Leeds		642 00	12 00	1173 50			1827 50
Goderich	Huron	617 38	896 00	42 00	1196 00			2751 38
Grimsbv	Lincoln	175 61	530 75		400 00		814 25	1920 61
Guelph	Wellington	309 18	733 75		3234 82		89 57	4367 32
Hamilton	City		3143 13	121 11	9785 65	1480 15	360 00	14890 04
Hawkesbury	Prescott		453 50	54 00	1142 50			1650 00
Ingersoll	Oxford		650 50		1545 00			2195 50
Iroquois	Dundas	227 48	503 50		50 00	81 00	100 00	961 98
Kemptville	Grenville		451 25		785 51			1236 76
Kincardine	Bruce	128 95	733 75	5 00	1622 67		2440 28	4930 65
Kingston	City		1546 50		1481 57	1049 25	4028 90	8106 22
Lindsay	Victoria		522 00	11 90	400 00	100 00	1670 00	2703 90
Listowel	Perth	85 36	548 00		1400 14	2 00		2035 50
London	City		1101 00		4273 89	21 00	469 92	5865 81
Markham	York	34 84	580 50		700 00	307 50		1622 84
Mitchell	Perth	107 63	585 00	24 20	1186 96		12 00	1915 79
Morrisburgh	Dundas		504 50	25 00			1006 44	1535 94
Napaneee	Lennox	8 44	822 00	103 08	1887 24		976 36	3797 12
Newburgh	Addington		532 00		924 58		37 37	1493 95
Newcastle	Durham	100 00	434 00		900 00		33 50	1467 50
Newmarket	York	1369 27	750 00	20 25	1200 00	528 03		3867 55
Niagara	Lincoln	66 61	418 50		400 00	70 00	305 35	1260 46
Norwood	Peterborough		505 50		670 75		459 42	1635 67
Oakville	Halton		514 00	9 80	1139 74		41	1663 95
Oakwood	Victoria	38 60	476 00		780 00		150 23	1444 83

High Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.							
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balance over.	Number of pupils attending.	Fees per term of three months per pupil.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
567 50	95 85	21 70	115 74	800 79	77 17	42	Free.
1700 00	600 00	316 15	88 74	2704 89	145 81	108	Free.
1120 00	190 79		554 02	1864 81	4 26	45	Free.
1306 00	1136 29	19 23	169 80	2631 32	65 14	79	Free.
2023 44	41 50	94 34	466 07	2625 35		64	\$4 00.
1200 00	7 72		153 70	1361 42	309 13	50	Free.
2216 67	469 28		293 40	2979 35		137	\$4 00 to non-residents.
2300 00	377 50	13 02	514 07	3204 59	360 74	113	Ditto of County.
2700 00	100 00		65 25	2865 25		104	Free.
915 00	41 83		53 00	1009 83	3 53	28	75c.
1425 00		65 00	240 67	1730 67	60 58	73	Free.
6032 47	228 56	89 49	2962 73	9313 25	290 63	214	\$2 50.
1175 00	18 65		127 05	1320 70	299 24	49	Free.
1825 00	309 23	18 50	151 59	2304 32	87 18	74	\$4 50.
1304 17	1708 13		278 33	3290 63	140 16	60	Free.
570 00	24 47		6 16	600 63	121 77	29	Free.
1200 00	127 10	21 00	229 90	1578 00	12 87	77	Free to residents ; \$4 non-res.
1162 89	46 44		151 48	1360 81	295 74	40	Free.
1500 00	563 77	10 00	52 88	2126 65		55	\$1 00.
2088 00	4323 13	206 65	453 65	7071 43	148 58	85	\$2 50 or \$3 00.
5312 50	90 25	318 81	582 35	6303 91	241 56	152	\$3 50.
1325 00	25 35	22 70	352 46	1725 51	168 35	26	Free.
3035 50	365 02	62 98	8787 96	12251 46	36 41	190	Free.
1311 35	8813 04	40 00	319 62	10484 01		44	\$1 50 and \$2 00.
1268 33	192 25	37 04	161 44	1659 06	47 84	22	\$2 50.
1700 00			140 25	1840 25	2 93	81	Free.
1050 00	215 95	15 63	99 85	1381 43	62 59	44	Free.
1680 62	85 15	26 00	1139 83	2931 60	142 07	74	Free.
984 00	86 25		238 14	1308 39	137 88	75	Free.
1195 00		25 50	61 22	1281 72	35 85	60	Free.
406 50				406 50		40	
7025 00		65 12	14871 04	21961 16	44	248	\$5 00 and \$2 50.
1375 00		24 70	134 90	1534 60	292 90	62	Free.
1585 00	154 85	92 00	272 66	2104 51	646 87	119	Free.
1333 50	388 99	10 23	130 80	1863 52	57 09	36	Free.
2866 66	821 62	45 86	315 18	4049 32	318 00	128	Free.
11883 03	140 30	271 11	2595 60	14890 04		596	20c. to \$4 00.
1183 33	51 79	108 00	242 51	1585 63	64 37	68	Free.
1750 00	69 25		232 60	2051 85	143 65	73	Free.
568 79	5 10		347 10	920 99	40 99	53	\$1 00 to residents.
1150 00	24 91		61 85	1236 76		73	Free.
1265 25	1923 00	10 00	1728 40	4926 65	4 00	77	Free.
4381 35	3224 01	25 00	475 86	8106 22		116	\$4 50.
2100 00	35 00	161 90	407 00	2703 90		62	Free.
1700 00	71 21		218 89	1990 10	45 40	66	Free.
5412 50	125 00	15 66	312 65	5865 81		241	\$1 50 to non-residents.
1371 50	150 63			1522 13	100 71	84	\$3 00.
1500 00	5 15	82 00	224 66	1811 81	103 98	80	Free.
1300 00		50 00	185 94	1535 94		80	Free.
2500 19		206 16	1086 29	3792 64	4 48	124	Free.
1222 59	3 90		268 36	1493 95		57	Free.
1000 00	195 87	25 00	156 58	1377 45	90 05	40	Free.
1800 00	1622 00	61 30	159 33	3642 63	224 92	78	\$4 00.
950 00			126 82	1076 82	183 64	41	\$2 00.
1405 50	106 00		124 17	1635 67		56	Free.
1400 03		52 95	210 97	1663 95		42	Free.
1018 00	64 00		254 06	1336 06	108 77	39	Free.

TABLE G.—The

SCHOOLS.		MONEYS.						
HIGH SCHOOLS.	COUNTIES.	Balance from 1876.	RECEIPTS.					
			Legislative Grant.		Local Sources.			Total receipts.
			For Masters' salaries.	For maps, prizes, &c.	Municipal Grants.	Fees.	Other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Omamee.....	Victoria.....		429 50	150 00	400 00		2447 77	3427 27
Orangeville.....	Wellington.....	19 37	512 00	5 00	303 13	22 50	599 61	1461 61
Orillia.....	Simcoe.....	483 97	223 00	37 75	1811 00	126 35	274 15	2956 22
Oshawa.....	Ontario.....		789 00	36 90	1227 05			2052 95
Ottawa.....	City.....	4 42	1841 63		3296 44	829 25	16677 65	22649 39
Owen Sound.....	Grey.....		992 50		992 50		515 00	2500 00
Pakenham.....	Lanark.....	14 36	472 00		367 75		1035 00	1889 11
Paris.....	Brant.....	309 81	647 00	6 00	1283 50			2246 31
Parkhill.....	Middlesex.....	75 89	571 00		904 50			1551 39
Pembroke.....	Renfrew.....		543 00		821 50		318 18	1682 68
Perth.....	Lanark.....	2197 01	828 00		2920 50	186 00	1910 84	8042 35
Peterborough.....	Peterborough.....		1847 50		3421 07	32 00	1061 95	6362 52
Pictou.....	Prince Edward..	45 75	513 00		1013 00		1000 00	2571 75
Port Dover.....	Norfolk.....		468 50		600 00		149 81	1218 31
Port Hope.....	Durham.....	69 69	1049 00	18 86	1700 00	147 00		2984 15
Port Perry.....	Ontario.....	146 31	1238 00	22 40	908 25		546 18	2861 14
Port Rowan.....	Norfolk.....		462 00	10 83	400 00		363 53	1236 36
Prescott.....	Grenville.....		475 50	14 50	1467 00			1957 00
Renfrew.....	Renfrew.....		420 00	12 50	2140 37			2572 87
Richmond Hill.....	York.....	270 90	543 25	46 73	700 00		110 10	1670 98
Sarnia.....	Lambton.....		540 00		1490 00		163 16	2193 16
Simcoe.....	Norfolk.....		522 00		874 00		250 00	1646 00
Smith's Falls.....	Lanark.....		433 50		823 75			1257 25
Smithville.....	Lincoln.....	84 31	613 00		969 74			1667 05
Stirling.....	Hastings.....	81	205 00					205 81
Stratford.....	Perth.....	189 31	690 00		1914 39		500 00	3293 70
Strathroy.....	Middlesex.....	86 23	872 00		1614 75	70 00		2642 98
Streetsville.....	Peel.....	167 03	410 00	27 50	2281 75		35 35	2921 63
St. Catharines.....	City.....	509 60	2580 63	12 82	4858 47	1309 50	100 00	9371 02
St. Mary's.....	Perth.....	944 05	1139 00	18 98	2730 90		2209 05	7041 98
St. Thomas.....	Elgin.....		1070 50	14 00	8373 59		2 00	9460 09
Sydenham.....	Frontenac.....	351 49	541 75		871 59		26	1765 09
Thorold.....	Welland.....	377 30	485 00		367 50		1223 65	2453 45
Toronto.....	City.....	51 45	2389 63	50 77	3948 55	4355 07	403 92	11199 39
Trenton.....	Hastings.....	121 21	512 00		226 00	6 00	1000 00	1865 21
Uxbridge.....	Ontario.....	3 85	615 75	15 00	1028 25			1662 85
Vankleek Hill.....	Prescott.....	349 78	531 25		466 25		300 00	1647 28
Vienna.....	Elgin.....		428 00	36 16	700 00		255 83	1419 99
Walkerton.....	Bruce.....		644 00		1460 25		2150 90	4255 15
Wardsville.....	Middlesex.....	31 87	518 00	21 60	370 25		500 00	1441 72
Waterdown.....	Wentworth.....	132 29	867 50	15 00	859 50	247 00		2121 29
Welland.....	Welland.....		627 25	15 50	458 50		1000 00	2101 25
Weston.....	York.....	75 90	586 00	31 25	1500 00		49 39	2242 54
Whitby.....	Ontario.....		1199 50	70 00	2889 12			4158 62
Williamstown.....	Glengarry.....	402 73	472 50		548 12		32 00	1455 35
Windsor.....	Essex.....		539 00		2158 80			2697 80
Woodstock.....	Oxford.....	59 12	592 75	5 00	1580 75	176 26	300 00	2713 88
Total for 1877.....		16666 93	75158 78	1563 05	158794 06	20752 93	84585 05	357520 80
Total for 1876.....		16001 92	76430 00	1567 07	139100 59	20122 57	67909 51	321131 66
Increase.....		665 01			19693 47	630 36	16675 54	36389 14
Decrease.....			1271 22	4 02				

* In addition to the above \$75,158 78 the sum of \$2,040 50 has been granted for the support of meteorological stations in connexion with High Schools.

High Schools.—*Concluded.*

MONEYS.

EXPENDITURE.

PUPILS AND TERMS OF
ADMISSION.

Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balance over.	Number of pupils attending.	Fees per term of three months per pupil.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
1146 02	764 00	319 50	1192 07	3421 59	5 68	67	Free.
1200 00	32 00	10 25	155 46	1397 71	63 90	68	Free to residents.
1500 00	1188 04	77 50	190 68	2956 22		33	75c.
1701 83	107 36	73 80	169 96	2052 95		101	Free.
6400 00	3336 42	48 33	12745 75	22530 50	118 89	185	Passed pupils free; non do \$5.
2500 00				2500 00		174	Free.
1385 00	13 33	7 00	123 59	1528 92	360 19	43	Free.
1550 00	262 90	12 00	343 45	2168 35	77 96	48	Free.
1493 00			50 49	1543 49	7 90	52	Free.
1450 00	56 00		176 68	1682 68		66	Free.
2100 00	1285 43	16 22	1780 65	5182 30	2860 05	139	\$4 00.
5260 95	600 00		501 57	6362 52		209	\$1 00 to non-residents.
1150 00	1172 19		111 28	2433 47	138 28	59	Free.
1165 00			53 31	1218 31		38	Free.
2500 00	58 26	37 72	198 88	2794 86	189 29	135	\$1 50.
2674 50		44 80	141 84	2861 14		122	Free.
1065 00	48 09	50 82	72 45	1236 36		30	Free.
1550 00	268 00	29 00	110 00	1957 00		52	Free.
1018 00	371 33	25 00	129 72	1544 05	1028 82	21	Free.
1350 00		93 46	159 04	1602 50	68 48	68	Free.
1600 00	229 74	25 00	338 42	2193 16		103	Free.
1450 00	31 00	40 00	125 00	1646 00		68	Free.
1175 00			82 25	1257 25		60	Free.
1392 00	39 50		184 16	1615 66	51 39	56	Free.
205 81				205 81			Free.
2099 97	360 04		448 79	2908 80	384 90	126	Free.
2394 43	43 62		135 32	2573 37	69 61	111	Free.
700 00	1778 60	55 00	73 76	2607 36	314 27	24	Free.
6693 72	182 03	25 64	2388 04	9289 43	81 59	248	\$4 00 to non-residents.
2950 00	56 72	37 96	3311 00	6355 68	686 30	153	Free.
2400 00	6579 53	43 37	437 19	9460 09		185	Free.
1450 00			268 09	1718 09	47 00	65	Free.
1287 48	486 88		539 67	2314 03	139 42	30	Free.
9336 26	686 70	266 08	531 93	10820 97	378 42	298	\$5 00.
1600 00	100 00		165 21	1865 21		54	Free.
1500 00		30 00	124 99	1654 99	7 86	60	Free.
1370 00	4 00		142 47	1516 47	130 81	50	Free.
1250 00	12 45	67 32	90 22	1419 99		53	Free.
1295 00	231 30		2668 26	4194 56	60 59	77	Free.
1295 25	47 80	43 20	41 95	1428 20	13 52	47	Free.
1550 00	292 48	30 00	177 40	2049 88	71 41	96	\$1 50.
1625 37		31 00	308 56	1964 93	136 32	64	Free.
1500 00	522 88	66 60	127 81	2217 29	25 25	56	Free.
3404 00	133 06	140 00	481 56	4158 62		165	Free.
1247 00	24 85		106 57	1378 42	76 93	48	25c.
2091 80	606 00			2697 80		75	Free.
1940 00	29 65	10 00	246 92	2226 57	487 31	74	\$1.
211607 55	51417 36	4387 30	76297 98	343710 19	13720 61	9229	
195906 53	46216 08	3776 54	59049 96	304948 61	16183 0.	8541	
15701 02	5201 28	611 26	17248 02	38761 58		688	
					2462 44		

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.									
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Recitation, and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.
Alexandria	42	42	42	42	42	108	18	42	19	25
Almonte	108	108	108	108	108	108	18	108	108	108
Arnprior	45	45	45	45	45	8	40	45	45	45
Aylmer	79	79	79	79	79	8	18	79	79	79
Barrie	64	64	64	52	36	18	42	64	54	60
Beamsville	50	50	50	50	50	30	12	50	50	50
Berlin	113	113	98	51	12	44	113	112	113	113
Belleville	137	137	137	137	125	35	137	137	137	61
Bowmanville	104	104	104	104	28	60	104	104	104	104
Bradford	28	28	28	28	28	28	28	28	23	16
Brampton	73	73	73	73	24	73	73	73	73	73
Brantford	214	179	149	149	50	29	214	214	214	214
Brighton	49	49	49	49	49	6	49	20	11	11
Brockville	74	74	74	74	74	52	74	74	74	62
Caledonia	60	60	60	60	60	40	60	60	60	60
Campbellford	29	29	29	29	29	15	14	29	29	15
Carleton Place	77	77	77	77	77	35	77	77	77	60
Cayuga	40	40	40	40	40	35	40	40	40	35
Chatham	55	55	55	55	25	12	55	55	55	55
Clinton	85	85	75	60	60	40	85	70	70	70
Cobourg	152	152	65	50	25	40	152	132	130	130
Colborne	26	26	26	22	22	9	26	21	7	7
Collingwood	190	190	190	111	132	91	190	190	190	190
Cornwall	44	44	44	44	44	18	44	44	44	44
Drummondville	22	22	12	22	22	22	22	22	22	12
Dundas	81	81	81	81	81	81	81	81	81	81
Dunnville	44	44	44	44	6	44	40	40	40	40
Elora	74	30	32	12	12	25	74	74	70	70
Farmersville	75	75	75	12	12	10	75	75	58	58
Fergus	60	60	60	60	60	12	60	60	60	58
Fonthill	40	40	40	40	30	11	20	40	30	25
Galt	204	141	248	241	25	248	145	176	176	176
Gananoque	62	30	62	62	62	14	62	51	49	49
Goderich	119	119	119	70	17	45	119	119	115	115
Grimsby	36	10	36	36	36	2	36	17	13	13
Guelph	128	128	128	128	128	50	128	128	128	128
Hamilton	596	596	596	490	402	402	596	596	596	596
Hawkesbury	68	68	68	68	68	68	68	68	51	51
Ingersoll	73	73	73	40	25	73	73	73	73	73
Iroquois	53	53	53	40	6	53	45	35	35	35
Kemptville	55	73	73	73	73	25	73	50	27	27
Kincardine	77	77	77	77	25	77	77	77	77	77
Kingston	116	116	116	80	22	35	116	116	116	116
Lindsay	33	62	62	62	40	60	62	62	59	59
Listowel	66	66	66	50	45	35	66	50	53	53
London	241	241	241	231	231	163	241	241	241	241
Markham	83	82	82	42	83	80	80	80	80	80
Mitchell	80	80	80	30	30	30	80	57	40	40
Morrisburgh	80	80	80	80	38	42	80	80	59	59
Napanee	124	124	124	101	75	44	124	112	81	81
Newburgh	57	57	57	57	12	57	43	40	40	40
Newcastle	40	39	39	36	4	40	38	31	31	31

High Schools.

INSTRUCTION, AND MISCELLANEOUS INFORMATION

SUBJECTS.

In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
			42	42	3	3		6		1		4		
	11	4	108	108	10	32				55		46	4	
		45	45	45	5	5				12		14		
			79	79	16	20				18		16	2	
	7	37	64	64	14	14	18			33		35	7	
			50	50	12	11	2	2	2	5		15	2	
	3	112	113	100	40	44	12	12		25	43	33	8	
		137	137	137	40	27				38		34	2	70
	7	104	104	104	40	40				30		35	10	
			28	28						9		18	1	
	6	50	73	73	21	21			73	16		33	14	
	21	70	214	214	29	87		10		79	11	106	42	50
		8	38	49	6	6				5		15	3	
	5	28	74	74	32	47		1		32	3	27	5	
		40	60	60	40	30						11	1	
	1	8	29	29	9	16				6		20	1	
		12	77	77	14	19				29		16	2	
			40	40	6	6				9		11		
	1	55	55	55	8	20				25	3	30	5	
	6	40	85	85	40	40				35	8	20	8	
	3	45	152	135	26	21	5			50	3	95	64	22
	1		26	26	1	5				6	1	7	3	
	10		190	190	57	57				63	10	63	20	
		44	43	44	24	15		4		12		19	2	
	1	1	22	22						18		18	1	
		81	81	81	17	17		27		34		36	2	
			44	44	1	8				5		12		
	3		74	74	24	24		18		32		30	13	
			75	75	10	8				18		21	1	
		20	60	60	16	16				30		33	1	
		40	40	40	4	4		4		10	2	15		
	7	34	203	248	74	74		29		156	38	206	88	248
	9		62	62	12	16				31		24	7	
	2	119	119	119	36	32				42		44	4	
		5	36	36				10				19	2	
		98	128	128	111	14				47	20	62	11	
	60	596	596	596	208	225	82	62		310	98	222	56	340
			68	68	68	68				20		21	4	
		40	73	73	40	20				25	2	42	8	
		30	53	53	5	4		4		10		42	8	
		8	34	40	8	2		14		15		22	16	
		77	77	77	28	28		20		22		27	13	
		116	116	116	56	38				28		97	28	
		46	62	62	28	28				22		13	3	
			66	66	26	24				12		21	10	
	3	241	241	241	57	57				37	4	46	8	
	6		82	82		20	15			16		30	4	
	11		80	80	11	12		38		7	46	19	2	
		80	80	80	26	31	20			20		36	1	
	5	12	124	124	12	47		13		28	11	51	7	57
		57	57	57	8	8				12		10	2	
			38	37	5	2				18		18	2	

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.									
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Recitation, and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.
Newmarket		78	78	78	78		12	78	66	66
Niagara.....	41	41	41	41	41	15	20	41	35	30
Norwood		56	56	56			27	56	45	50
Oakville.....		42	42	42	12		12	42	42	32
Oakwood		39	39	39	39		5	39	39	39
Omeme.....	67	67	32	47	27		32	47	20	20
Orangeville		68	66	64	19		21	68	65	50
Orillia.....		33	33	33	33		14	33	33	33
Oshawa		101	101	101	101		6	101	90	90
Ottawa		185	185	175	175	19	53	185	185	185
Owen Sound.....	174	174	159	67	107	84	67	174	174	174
Pakenham	43	43	43	43	43	24	6	43	37	14
Paris		48	48	48	48		27	48	48	48
Parkhill		52	52	52	17		13	52	52	34
Pembroke		66	66	66	66		18	66	63	64
Perth	139	139	139	139	139	12	25	139	139	139
Peterborough		209	209	209	146	108	9	209	209	209
Picton		59	59	59	37		37	59	59	50
Port Dover	38	38	38	38	38		10	38	34	21
Port Hope		135	135	135	120	94	30	135	135	135
Port Perry		122	122	122	68	94	68	122	122	122
Port Rowan.....		30	30	30	24		6	30	29	29
Prescott.....		52	52	52	52	52	15	52	52	40
Renfrew.....		21	21	21	21		6	21	21	21
Richmond Hill		68	68	68			36	68	67	64
Sarnia		103	103	103	58	102	90	103	103	103
Simcoe		68	68	68	68		55	68	68	34
Smith's Falls		60	60	60	60	60	60	60	60	60
Smithville.....		56	56	56	20	3	5	56	56	56
Stirling										
Stratford	126	126	126	126	126		80	126	126	126
Strathroy		111		111		25	40	111	111	111
Streetsville		24	24	24	24		3	24	23	24
St. Catharines.....		248	248	248	164		78	248	248	248
St. Mary's.....		153	153	153	153		60	153	153	153
St. Thomas	185	185	185	185	97		52	185	125	125
Sydenham.....		65	65	65	65	39	21	65	65	41
Thorold		39	39	39	20		20	39	39	39
Toronto	298	298	242	298	267	125	260	298	298	248
Trenton		54	54	54		8	5	54	54	54
Uxbridge		60	60	60	28	18	12	60	45	29
Vankleek Hill.....		50	50	50	50	10	10	50	50	50
Vienna		53	53	53	53		7	53	49	46
Walkerton		77	77	77	77		60	77	77	77
Wardsville		47	47	47	34		9	47	46	37
Waterdown		96	96	96	60	35	25	96	96	80
Welland		64	64	64	60		10	64	64	64
Weston		56	56	56	56		4	56	56	26
Whitby		165	165	165	85		60	165	165	140
Williamstown		21	48	48		48	26	48	30	33

High Schools.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

SUBJECTS.

In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
.....	12	42	78	78	12	15	.....	.....	.....	36	.....	25	11	.....
.....	8	35	41	41	4	4	.....	.....	.....	20	.....	5	.....	.....
.....	29	56	56	56	12	26	.....	.....	.....	19	.....	20	2	.....
.....	.....	42	42	42	3	2	.....	.....	.....	13	.....	18	1	.....
.....	.....	39	39	39	7	13	.....	.....	.....	1	.....	13	3	.....
.....	.....	28	52	52	9	32	.....	27	.....	13	4	13	3	.....
.....	.....	68	68	68	9	11	.....	8	.....	31	.....	22	5	.....
.....	2	24	33	33	26	21	.....	21	.....	20	.....	17	1	.....
.....	9	55	185	185	6	3	.....	.....	.....	30	.....	30	2	.....
.....	5	174	174	187	64	64	.....	.....	.....	111	.....	160	47	.....
.....	.....	43	39	39	5	3	.....	.....	43	5	19	84	17	.....
.....	1	27	48	48	27	27	.....	.....	.....	22	.....	25	1	13
.....	2	52	52	52	24	22	.....	.....	.....	24	.....	47	1	21
.....	6	65	65	65	9	.....	.....	.....	.....	2	.....	15	6	.....
.....	4	139	139	139	18	18	18	18	.....	27	.....	44	9	43
.....	17	.....	209	209	9	9	.....	.....	.....	73	10	104	7	.....
.....	1	17	59	59	8	8	.....	.....	.....	28	.....	92	10	.....
.....	.....	24	38	38	10	18	.....	.....	.....	27	6	17	1	.....
.....	4	135	135	135	55	55	.....	.....	.....	65	7	47	10	64
.....	15	122	122	122	68	68	24	24	.....	27	.....	46	18	.....
.....	.....	18	30	30	3	7	.....	.....	.....	10	.....	12	.....	.....
.....	1	20	52	52	6	10	.....	.....	.....	35	.....	8	2	.....
.....	.....	21	21	21	.....	.....	.....	.....	.....	6	.....	8	2	.....
.....	2	16	68	68	13	23	.....	.....	.....	34	.....	38	15	9
.....	.....	103	103	103	16	16	.....	.....	.....	47	.....	27	3	.....
.....	.....	38	68	68	2	60	60	60	.....	26	.....	29	9	.....
.....	.....	20	60	60	11	60	.....	.....	.....	6	.....	8	.....	.....
.....	2	4	56	56	6	6	.....	.....	.....	10	4	12	4	.....
.....	.....	126	126	126	10	50	.....	.....	126	68	8	54	7	.....
.....	2	.....	109	109	18	16	.....	.....	.....	25	.....	34	8	.....
.....	.....	24	24	24	1	1	.....	.....	.....	7	.....	14	6	.....
.....	9	248	248	248	58	58	12	12	.....	104	8	114	18	.....
.....	10	40	153	153	15	50	.....	.....	.....	58	.....	70	25	.....
.....	2	185	185	185	46	52	.....	.....	.....	48	.....	64	9	.....
.....	3	51	65	65	19	15	.....	14	.....	10	.....	18	2	.....
.....	.....	10	39	39	.....	.....	.....	.....	.....	12	.....	20	.....	.....
.....	36	24	298	298	40	100	.....	40	.....	154	20	208	41	.....
.....	.....	54	54	54	1	1	.....	.....	.....	13	.....	14	.....	.....
.....	8	19	60	60	8	17	.....	.....	.....	12	.....	29	7	.....
.....	.....	25	50	50	.....	.....	.....	.....	.....	10	.....	15	5	.....
.....	3	3	53	53	5	7	.....	.....	.....	20	.....	19	2	.....
.....	3	50	77	77	8	35	.....	.....	.....	36	45	28	9	.....
.....	.....	32	47	47	9	7	.....	.....	.....	13	2	26	2	.....
.....	5	36	96	96	16	16	.....	10	.....	26	.....	42	14	.....
.....	.....	64	64	64	5	5	.....	.....	.....	18	5	41	2	.....
.....	1	4	56	56	3	3	.....	.....	.....	2	.....	17	1	.....
.....	5	94	165	165	18	25	.....	.....	.....	93	.....	78	17	130
9	.....	12	48	48	12	28	15	31	.....	.....	.....	18	4	.....

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.									
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Recitation, and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.
Windsor		75	75	75	60	70	1	75	75	75
Woodstock		74	74	74	42	.....	38	74	74	64
Total for 1877	1384	8819	8772	8762	6857	2755	3621	9227	8678	8113
“ “ 1876	1182	8457	8091	8249	6888	2747	3725	8452	7609	6452
Increase.....	202	362	681	513	.....	8	.....	775	1069	1661
Decrease					31	.....	104			

High Schools.

INSTRUCTION, AND MISCELLANEOUS INFORMATION.

SUBJECTS.

In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
.....	.....	7	75	75	75	1	.....	.....	.....	14	1	37	.....	.....
.....	.....	38	74	74	42	42	42	.....	.....	20	.....	24	3	.....
9	359	4435	9106	9158	2168	2547	325	539	118	3091	442	4955	871	1067
24	300	4365	8125	8318	1967	2093	689	955	75	3039	362	3789	905	388
.....	59	70	981	840	201	454	.....	.....	43	52	80	1166	.....	.....
15	.....	.....	.....	.....	.....	.....	364	416	.....	.....	.....	.....	34	679

TABLE H.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, stone, or frame.	When built.	Freehold, leased, or rented.	Size of playground.	Estimated value of school-house and site.	Schools under united Boards.	Year when school first opened.	Number of maps in school.	Number of globes in school.	Estimated value of library books, maps and furniture.
Alexandria	Brick	1875	Freehold	1 1/5 acre	2000			14		100
Almonte	Stone	1875	Rented	1 "						

High Schools.

INFORMATION.

Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils who passed intermediate examinations during the year.	Number of pupils who matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in preparatory department.	Number of masters and teachers engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
	1			3	1	14	11		1	John Graham, B.A., McGill.
	1			6	4	5	6		3	P. C. McGregor, B.A., Queen's.
	1	2		6	2	17	3		2	W. C. Middleton, B.A., Toronto.
	1	5	3			5	15		2	E. M. Bigg, M.A., Toronto.
	1	1		3	4	6			2	H. B. Spotton, M.A., Toronto.
1	1	17	2	5	5	1	32		2	F. H. Smyth, Toronto.
1	1	5		10	4				3	J. W. Connor, B.A., Toronto.
									3	R. Dawson, B.A., Trinity, Dublin.
1	1	14	2	3		20			3	Wm. Oliver, B.A., Toronto.
	1								1	J. R. Youmans, M.A., Victoria.
	1	10	5		8		18		2	C. Fessenden, B.A., Toronto.
1	1	21	5	12	4	7	28		7	James Mills, M.A., Victoria.
	1	2	2	4	5	2	12		1	A. Dawson, B.A., Toronto.
	1	1	1	10	3		6		2	W. H. Law, B.A., M.D., Toronto.
	1	1		10	10				2	John King, M.A., Trinity, Dublin.
	1			1		4	6		1	A. G. Knight, B.A., Victoria.
	1	1		3		12			2	R. K. Orr, B.A., Toronto.
	1			2	4		5		2	C. W. Colter, B.A., New Brunswick.
1	1	1	1	3	3	3	6	18	2	D. S. Patterson, B.A., Toronto.
1	1	17	19	5	2	2	6	21	4	D. C. McHenry, M.A., Victoria.
1	1	9	1	5	4	3	18		3	James Turnbull, B.A., Toronto.
			1	4		2	5		2	V. Switzer, B.A., Victoria.
1	1	22		3		57	16		4	Wm. Williams, B.A., Toronto.
1	1		1	1	1	14	2		2	James Smith, M.A., Aberdeen.
	1		1						2	J. M. Bell, B.A., Glasgow.
	1	2		10	12	3			2	D. C. Sullivan, LL.B., Toronto.
	1	2		4	1	2	2		2	C. W. Harrison, B.A., Victoria.
1	1	6	2	4	2	8	3		3	P. A. Switzer, M.A., Victoria.
1	1	3							2	A. Bowerman, M.A., Victoria.
	1	8			4	10	12		2	E. Poole, B.A., Bishop's, Lennoxville.
1	1	1			15	1			2	A. W. Reavley, B.A., Toronto.
1	1	26	8	9	1	15	39	33	9	Wm. Tassie, M.A., LL.D., Toronto.
			1	1	2	1	8		2	A. Johnson, B.A., Toronto.
	1	11		3					3	Hugh J. Strang, B.A., Toronto.
1	1	1		1	5		2		2	Wm. Cruickshank, M.A., Aberdeen.
	1	7	1	6	4	6	4		4	W. Tytler, B.A., Toronto.
1	1	24	13	56	10	12	100		16	George Dickson, B.A., Victoria.
	1	1	2		5	10			2	J. A. Houston, B.A., Trinity.
1	1		1	5					2	T. M. MacIntyre, B.A., Albert.
1	1		4	3	4	4	10		2	W. A. Whitney, M.A., Victoria.
		1	2	8	2	1	6		2	W. M. Elliott, M.A., Victoria.
1	1	8	2	3	2	16	2		2	Benjamin Freer, Certificate.
1	1	9	6	18	6	8			4	Arch. P. Knight, M.A., Queen's.
	1	7	1	4	2	1	10		2	Robert Dobson, Certificate.
	1	5		5	3	4	5		2	James Crozier, B.A., Toronto.
1	1	15	1	8	2	8	17		6	B. Bayley, B.A., Trinity, Dublin.
1	1								2	Edward T. Crowle, M.A., Giessen, Germany.
1	1	4	1			6	3		2	O. J. Jolliffe, B.A., Victoria.
	1	4	1	2	3	10	16		2	Irwin Stuart, B.A., Queen's.

TABLE H.—The

MISCELLANEOUS

High Schools.	Brick, stone, or frame.	When built.	Freehold, leased or rented.	Size of playground.	Estimated value of school-house and site.	Schools under united Boards.	Year when school first opened.	Number of maps in school.	Number of globes in school.	Estimated value of library books, maps and furniture.
Napanee	Brick	1872	Freehold	1/2 acre	4500	1	1844	23	2	1050
Newburgh	Stone	1854	do	1 1/2	5000	1	1844	17	1	500
Newcastle	Brick	1858	do	1	6000	1	1858	15	1	500
Newmarket	do	1876	do	2	7000	1	1858	30	1	200
Niagara	do	1875	do	1/2	4000	1	1808	10	1	120
Norwood	do	1854	do	1	4500	1	1852	9	1	400
Oakville	do	1852	do	1/2	6000	1	1854	12	3	2000
Oakwood	do	1875	do	1	1300	1	1860	4	1	800
Omamee	Frame	1860	do	1	4000	1	1860	31	3	320
Orangeville	Brick	1876	do	1 1/2	10000	1	1865	23	1	300
Orillia	do	1876	do	3	6500	1	1877	8	1	300
Oshawa	do	1865	do	1	10000	1	1866	15	1	275
Ottawa	Stone	1874	do	1 1/2	30000	1	1843	36	1	2500
Owen Sound	do	1859	do	1 1/5	10000	1	1857	30	3	1200
Pakenham	Frame	1875	do	1	700	1	1860	20	2	150
Paris	Brick	1858	do	1	1	1	1860	20	1	1
Parkhill	do	1870	do	1	6500	1	1872	9	2	250
Pembroke	do	1876	do	1 1/5	12000	1	1860	10	1	500
Perth	do	1876	do	5	16000	1	1818	12	2	2000
Peterborough	do	1857	do	2	27400	1	1829	20	2	80
Picton	do	1871	Rented	1 1/2	7000	1	1846	12	2	250
Port Dover	do	1857	Freehold	2	5000	1	1857	20	2	250
Port Hope	do	1860	do	1 1/2	3000	1	1856	20	2	1
Port Perry	do	1873	do	1 1/2	14000	1	1868	20	2	700
Port Rowan	do	1874	do	2 1/2	6000	1	1861	24	3	500
Prescott	Stone	1877	do	2	2000	1	1850	6	2	200
Renfrew	Brick	1874	do	1	3500	1	1859	6	1	120
Richmond Hill	do	1872	do	1	5000	1	1852	20	1	400
Sarnia	do	1856	do	1 1/2	6000	1	1844	27	4	1000
Simcoe	do	1858	do	1 1/2	10000	1	1835	47	2	600
Smith's Falls	Stone	1871	do	1 1/2	10000	1	1853	16	2	500
Smithville	Frame	1862	do	1 1/2	1800	1	1861	3	1	260
Stratford	Brick	1856	do	1	7000	1	1853	20	1	750
Strathroy	do	1875	do	1 1/2	4200	1	1851	16	1	20
Streetsville	do	1850	do	1 1/2	2500	1	1851	7	2	900
St. Catharines	do	1828	do	2	18500	1	1828	48	1	800
St. Mary's	do	1874	do	2	12000	1	1861	13	2	1
St. Thomas	do	1872	do	1	10000	1	1853	28	1	500
Sydenham	Stone	1872	do	1	8000	1	1873	16	1	194
Thorold	Brick	1875	do	2	9600	1	1860	20	1	1530
Toronto	do	1870	do	2	35000	1	1807	22	1	1
Trenton	do	1873	do	1 1/2	9500	1	1852	16	1	500
Uxbridge	do	1873	do	2	11000	1	1856	20	2	300
Vankleek Hill	do	1874	do	1 1/2	3000	1	1857	10	1	30
Vienna	do	1862	do	1 1/5	2500	1	1850	21	2	600
Walkerton	do	1875	do	2 1/2	15000	1	1875	14	1	400
Wardsville	do	1859	do	1 1/2	4800	1	1860	9	1	250
Waterdown	Stone	1856	do	3 1/2	5000	1	1856	24	1	250
Welland	Brick	1870	do	1	1500	1	1856	25	3	200

High Schools.

INFORMATION.

Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils who passed intermediate examinations during the year.	Number of pupils who matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in preparatory department.	Number of masters and teachers engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
1	1	5		5	4	2	7		3	R. Matheson, B.A., <i>Toronto</i> .
1	1	1		1	2	11	3		2	P. L. Dorland, B.A., <i>Albert</i> .
1	1	1	1	2	1	3			1	J. R. Wightman, M.A., <i>Toronto</i> .
1	1	7	1	4		10	4		2	J. Morrison, M.A., M.D., <i>Acadia</i> .
1	1	1			2		1		2	A. Andrews, <i>Certificcate</i> .
1	1	1	2		3	2	6		2	J. Moore, M.A., LL.B., <i>Victoria</i> .
1	1	5	1	3	2	7	2		2	N. J. Wellwood, B.A., <i>Toronto</i> .
1	1	4				1			2	O. J. Brown, B.A., <i>Victoria</i> .
1	1			13	9	21			2	John Shaw, <i>Certificcate</i> .
1	1					7			2	L. C. Smith, B.A., <i>Victoria</i> .
1	1	1	1	1	12	2	2	20	2	G. B. Ward, B.A., <i>McGill</i> .
1	1	8	1		12	4	12		2	W. W. Tamblin, M.A., <i>Toronto</i> .
1	1	7	7	15	4	5	24		7	J. Thorburn, M.A., <i>McGill</i> .
1	1	14	2	10	10	8	30		4	Henry De La Matter, <i>Certificcate</i> .
1	1	2	1						2	J. S. Jamieson, B.A., <i>Victoria</i> .
1	1	4		5	2	4			2	J. W. Acres, B.A., L.R.C.P., <i>Trinity</i> .
	1	2		2	2	1	9		2	W. W. Rutherford, B.A., <i>Toronto</i> .
	1	1		2		15			2	R. George Scott, B.A., <i>Toronto</i> .
1	1	7	1	5	3		7		3	F. L. Michell, B.A., <i>Toronto</i> .
1	1	25	4	14	3		24		6	J. F. Jeffers, B.A., <i>Toronto</i> .
1	1	5	1	3	3	5			2	J. A. Clarke, M.A., <i>Victoria</i> .
				2	1	2			2	James Lumsden, M.A., <i>Aberdeen</i> .
	1	11		4	3	3	11		3	A. Purslow, B.A., LL.B., <i>Certificcate</i> .
1	1	21	4	4	6	3			3	D. McBride, B.A., <i>Victoria</i> .
		3		2	4	2	2		2	Alex. Carlyle, B.A., <i>Toronto</i> .
1	1			1		6			1	M. McPherson, M.A., <i>Victoria</i> .
	1			3	2		8		1	W. J. Gibson, M.A., <i>Queen's</i> .
1	1	5	1	1	1	1	5		2	Thomas Carscadden, B.A., <i>Toronto</i> .
1	1	2		14	4		16		2	Wm. Sinclair, B.A., <i>Toronto</i> .
1	1	2		3	2	12			2	Rev. George Grant, B.A., <i>Toronto</i> .
	1			3			17		2	W. Taylor Briggs, B.A., <i>Trinity</i> .
	1	3	1	3	5	3	8		2	Joseph Reid, B.A., <i>Toronto</i> .
	1	4		6	3		10		3	C. J. McGregor, M.A., <i>Toronto</i> .
1	1	11	1	1	4				3	D. A. McMichael, B.A., <i>Toronto</i> .
	1	2		2					1	Rev. W. S. Westney, M.A., <i>Trinity</i> .
	1	46	6	35	22	4	48		8	John Seath, B.A., <i>Queen's, Ireland</i> .
1	1	15	2			4			3	John E. Hodgson, B.A., <i>Toronto</i> .
1	1	22	1	30	20	8	20		3	John Millar, B.A., <i>Toronto</i> .
1	1	8	1	1			24		2	J. E. Burgess, M.A., <i>Queen's</i> .
	1	1		5	5				2	Andrew McCulloch, M.A., <i>Queen's</i> .
1	1	24	7	44	6	31	19	80	9	Archibald MacMurchy, M.A., <i>Toronto</i> .
1	1			6	1	6	10		2	H. M. Hicks, M.A., <i>Toronto</i> .
	1	7		1			27		2	John J. Magee, B.A., <i>Toronto</i> .
1	1		1	3			10		2	John Maxwell, B.A., <i>McGill</i> .
1	1			3	1	5	6		2	L. G. Morgan, B.A., <i>Trinity</i> .
1	1	6		5	3	7	4		2	Arnoldus Miller, <i>Certificcate</i> .
	1	2		2	2	3	4		2	J. Y. Cruickshank, B.A., <i>Victoria</i> .
	1	9	3	4	6	8	2		2	D. H. Hunter, B.A., <i>Toronto</i> .
1	1	3		3		22			2	James M. Dunn, B.A., LL.B., <i>Toronto</i> .

TABLE H.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, stone, or frame.	When built.	Freehold, leased, or rented.	Size of playground.	Estimated value of school-house and site.	Schools under united Boards.	Year when school first opened.	Number of maps in school.	Number of globes in school.	Estimated value of library books, maps and furniture.
Weston.....	Brick	1875	Freehold ...	1 $\frac{3}{4}$ acre	3500 .....	.....	1857	15	1	350
Whitby	do	1873	do	1 "	12000	1	1846	58	1	1600
Williamstown.....	do	1859	do	1 "	2400	1	1828	31	1	700
Windsor	do	1855	do	1 "	5000	1	1850	14	2	.....
Woodstock	do	1848	do	1 "	3500 .....	.....	1843	12	1	240
Total for 1877.....	.....	.....	.....	.....	.....	57	.....	2003	159	.....
Total for 1876.....	.....	.....	.....	.....	.....	60	.....	2004	157	.....
Increase .....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....
Decrease .....	.....	.....	.....	.....	.....	3	.....	1	.....	.....

High Schools.

INFORMATION.

Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils who passed intermediate examinations during the year.	Number of pupils who matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in preparatory department.	Number of masters and teachers engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
.....	1	4	2	3	6	.....	6	.....	2	George Wallace, B.A., <i>Trinity, Dublin.</i>
.....	1	14	2	6	3	13	32	.....	5	George H. Robinson, M.A., <i>Toronto.</i>
1	1	.....	.....	4	3	1	2	.....	2	J. Y. Cameron, M.A., <i>Queen's.</i>
1	1	2	.....	7	1	6	5	.....	2	A. Sinclair, M.A., <i>Toronto.</i>
1	1	3	.....	6	.....	4	4	.....	3	George Strauchon, <i>Edinburgh.</i>
53	90	605	145	555	328	564	876	172	280	
55	90	325	126	495	300	427	857	776	266	
.....	.....	280	19	60	28	137	19	.....	14	
2	.....	.....	.....	.....	.....	.....	.....	604	.....

TABLE I.—THE NORMAL SCHOOLS.

I.—THE TORONTO NORMAL SCHOOL.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.

THE SESSIONS OF THE TORONTO NORMAL SCHOOL.	APPLICANTS FOR ADMISSION.			REJECTED.			ADMITTED.		
	Total	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.
From the 1st to the 54th Session, inclusive	8514	4260	4254	808	399	409	7706	3861	3845
Fifty-fifth Session	199	70	129	22	3	19	177	67	110
Total	8713	4330	4383	830	402	428	7883	3928	3955

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, CERTIFICATES, &c.

THE SESSIONS OF THE TORONTO NORMAL SCHOOL.	WHO HAD BEEN TEACHERS BEFORE.			WHO ATTENDED FORMERLY.		
	Total.	Male.	Female.	Total.	Male.	Female.
From the 1st to the 54th Session, inclusive	3740	2559	1181	2663	1034	1629
Fifty-fifth Session	94	40	54	34	14	20
Total	3834	2599	1235	2697	1048	1649

NOTE.—Of the whole number of admissions, a very large proportion have attended two or three Sessions—some even four and five—so as greatly to reduce the aggregate of individual attendance; and the same is true of the Provincial Certificates, of which a considerable number have lapsed by deaths and become otherwise unavailable by removals, and a still larger number have been superseded by subsequent Certificates. 2846 Students received Provincial Normal School Certificates up to the termination of the forty-fifth Session, and 420 received "Certificates of Standing in Class" from the Master before Provincial Certificates were issued. From the forty-sixth to the fiftieth Session, inclusive, Normal School Provincial Certificates were not issued, and the Students during that period obtained their II. and III. Class Certificates from the County Boards, and the I. Class from the Council of Public Instruction. From the fifty-first to the fifty-fourth Session, Normal School Provincial Certificates were again issued to 310 Students, making the total number of Normal School Certificates, 3156. First and Second-class Provincial Certificates are now issued by the Hon. Minister of Education, on recommendation of the Central Committee of Examiners.—See APPENDIX H.

TABLE I.—THE NORMAL SCHOOLS.

I.—THE TORONTO NORMAL SCHOOL.

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE TORONTO NORMAL SCHOOL CAME.

THE SESSIONS OF THE TO- RONTO NORMAL SCHOOL.	Glengarry.		Stormont.		Dundas.		Prescott.		Russell.		Carleton.		Grenville.		Leeds.		Lanark.		Renfrew.		Frontenac.		Lennox and Addington.		Prince Edward.		Hastings.		North- um-berland.										
	Total.	Female.	Total.	Female.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.									
From the 1st to the 54th Session, in- clusive.	46	19	27	46	28	18	35	25	10	28	16	12	22	15	7	95	81	14	59	37	22	93	54	39	113	98	15	21	19	2	67	131	35	130	94	36	123	71	52
Fifty-fifth Session	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	3	2	1	2	1	1	1	1	1	1	1	1	1	2	2		
Total	47	19	28	46	28	18	36	26	10	28	16	12	22	15	7	95	81	14	59	37	22	95	55	40	114	99	15	21	19	2	68	132	36	130	94	36	125	71	54

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE TORONTO NORMAL SCHOOL CAME.

THE SESSIONS OF THE TORONTO NORMAL SCHOOL.	Durham.		Peter- borough.		Victoria.		Ontario.		York.		Peel.		Simcoe.		Halton.		Wentworth.		Brant.		Lincoln.		Welland.		Haldimand.														
	Total.	Male.	Total.	Female.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.													
	Female.		Female.		Female.		Female.		Female.		Female.		Female.		Female.		Female.		Female.		Female.		Female.		Female.														
From the 1st to the 54th Session, inclusive	323	194	129	73	42	31	86	49	37	325	185	140	2273	700	1573	219	152	67	177	122	55	167	69	98	420	95	325	171	76	95	136	66	70	169	76	93	111	58	53
Fifty-fifth Session	3	1	2	4	1	3	1	5	4	1	41	7	34	1	1	9	4	5	5	2	5	1	1	1	1	1	1	1	1	1	1	1	1	1	6	1	5		
Total	326	195	131	77	43	34	87	49	38	330	189	141	2314	707	1607	220	153	67	186	126	60	172	69	103	427	97	330	172	76	96	137	67	70	170	76	94	117	59	58

TABLE I.—THE NORMAL SCHOOLS.

II.—THE OTTAWA NORMAL SCHOOL.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, &c.

THE SESSIONS OF THE OTTAWA NORMAL SCHOOL.	APPLICANTS FOR ADMISSION.			REJECTED.			ADMITTED.			WHO HAD BEEN TEACHERS BEFORE.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
First Session	84	37	47	.....	.....	.....	84	37	47	50	26	24
Second Session	80	30	50	.....	.....	.....	80	30	50	34	17	17
Total	164	67	97	.....	.....	.....	164	67	97	84	43	41

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE OTTAWA NORMAL SCHOOL CAME.

THE SESSIONS OF THE OTTAWA NORMAL SCHOOL.	Glengarry.		Stormont.		Dundas.		Prescott.		Russell.		Carleton.		Grenville.		Leeds.		Lanark.		Renfrew.		Frontenac.		Lennox and Addington.		Prince Edward.		Hastings.	
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
First Session	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Second Session	2	1	1	2	2	2	1	1	3	3	2	2	2	2	2	2	3	1	1	2	1	1	1	1	1	1	1	1
Total	3	1	2	3	3	3	2	2	4	4	3	3	3	3	3	3	5	2	3	3	2	2	2	2	2	2	2	2

TABLE I.—THE NORMAL SCHOOLS.

II.—THE OTTAWA NORMAL SCHOOL.

ABSTRACT No. 2.—COUNTIES WHENCE TEACHERS IN TRAINING AT THE OTTAWA NORMAL SCHOOL CAME.

THE SESSIONS OF THE OTTAWA NORMAL SCHOOL.	Northumber- land.		Peterborough.		Victoria.		York.		Brant.		Norfolk.		Oxford.		Wellington.		Perth.		Huron.		Bruce.		Middlesex.		Lambton.		Quebec.		Grand Total.	
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	
	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	Female.	
First Session.....	1	1	1	1	1	1	1	1	1	1	1	1	2	2	3	3	1	1	1	1	1	1	1	1	1	1	1	1	84	
Second Session.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	80	
Total	2	1	1	1	1	1	1	1	1	1	1	1	2	2	5	4	1	1	2	2	1	1	2	2	2	2	2	2	164	

ABSTRACT No. 3.—RELIGIOUS PERSUASIONS OF THE STUDENTS ATTENDING THE OTTAWA NORMAL SCHOOL.

THE SESSIONS OF THE OTTAWA NORMAL SCHOOL.		Total number of Students admitted.				Church of England.			Roman Catholic.			Presbyterian.			Methodist.			Baptist.			Congrega- tionalist.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	
First Session.....		84	37	47	23	10	13	8	18	9	1	9	25	10	15	21	12	9	6	2	4	3	3
Second Session.....		80	30	50	26	8	18	17	7	2	9	25	8	17	18	12	6	1	.....	1	1	3	3
Total		164	67	97	49	18	31	35	15	3	10	50	18	32	39	24	15	7	2	5	6	6	

TABLE J.—STATEMENT No. 1.—The Free Public Libraries.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT DURING THE YEAR.

COUNTIES (INCLUDING INCORPORATED VILLAGES) AND NAMES OF PUBLIC SCHOOL LIBRARIES.		MONEYS.			Total number of Volumes supplied.
		Local Appropriation.	Legislative Appropriation.	Value of Books sent.	
		\$ cts.	\$ cts.	\$ cts.	
<i>Glengarry</i>	Lancaster	No. 9	5 00	10 00	16
<i>Carleton</i>	Nepean	No. 17	27 50	55 00	97
<i>Leeds</i>	Yonge and Escott Rear	Teachers' Association	55 00	110 00	122
<i>Renfrew</i>	Armstrong	Board of Education	75 00	150 00	143
	Westmeath	No. 3	10 30	20 60	39
<i>Frontenac</i>	Kingston	No. 5	12 36	24 72	48
<i>Addington</i>	Camden, East	No. 5	5 00	10 00	47
	Ernestown	No. 5	12 00	24 00	42
<i>Prince Edward</i>	Marysburgh S.	No. 15	17 00	34 00	61
<i>Hastings</i>	North Hastings	Teachers' Association	15 00	30 00	34
	Madoc and Huntingdon	U. No. 1	29 63	59 26	83
	Madoc	No. 16	13 50	27 00	45
	Sidney	No. 19	10 00	20 00	38
	Thurlow	Nos. 12 and 14 U	10 00	20 00	37
	Tyendinaga	No. 11	10 00	20 00	31
<i>Durham</i>	Newcastle	Union School	6 00	12 00	17
<i>Ontario</i>	County Jail	No. 18	10 00	20 00	29
	Reach	No. 18	6 00	12 00	28
<i>York</i>	York	No. 16	26 50	53 00	75
<i>Simcoe</i>	Essa	No. 1	7 50	15 00	27
	Mono	No. 3	16 00	32 00	55
	Nottawasaga	No. 1	5 00	10 00	17
	Oro	No. 7	10 00	20 00	30
	Tiny and Tay	No. 1 Prot. Sep.	10 00	20 00	39

TABLE J.—STATEMENT No. 1.—The Free Public Libraries.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT DURING THE YEAR.

COUNTIES (INCLUDING INCORPORATED VILLAGES) AND NAMES OF PUBLIC SCHOOL LIBRARIES.				MONEYS.		Total number of Volumes supplied.
		Local Appropriation.	Legislative Apportionment.	Value of Books sent.		
		\$ cts.	\$ cts.	\$ cts.		
Halton	Acton.....	30 00	30 00	30 00	54	
	Esqueing.....	25 00	25 00	50 00	80	
	Trafalgar.....	10 00	10 00	20 00	31	
	Do.....	8 00	8 00	16 00	21	
Wentworth	Barton.....	25 25	25 25	50 50	151	
	Beverley.....	18 00	18 00	36 00	50	
Brant	Brantford.....	50 00	50 00	100 00	156	
	Do.....	30 68	30 68	61 36	98	
	Do.....	16 50	16 50	33 00	46	
	Do.....	26 20	26 20	52 40	71	
	Burford.....	53 70½	53 70½	107 41	132	
	Dumfries, S.....	32 00	32 00	64 00	65	
	Do.....	19 85	19 85	39 70	56	
	Tuscarora.....	22 93	22 93	45 86	56	
	Do.....	11 25	11 25	22 50	29	
Lincoln	Grimsby.....	25 00	25 00	50 00	75	
	County Teachers' Association.....	50 00	50 00	100 00	136	
Welland	Chippawa.....	25 00	25 00	50 00	78	
	Pelham.....	7 77½	7 77½	15 55	25	
	Stamford.....	25 00	25 00	50 00	73	
	Do.....	50 00	50 00	100 00	159	
Haldimand	Do.....	5 52	5 52	11 04	3	
	Oneida.....	9 00	9 00	18 00	38	
Oxford	Norwich, N. & S.....	19 03	19 03	38 06	31	
Waterloo	Dumfries, N.....	10 07½	10 07½	20 15	20	
	Waterloo.....	20 00	20 00	40 00	62	
Wellington	Maryboro'.....	8 00	8 00	16 00	37	
	Pushinch.....	10 00	10 00	20 00	33	

		No. 4.	17 00	34 00	80
<i>Grey</i>	Osprey	No. 4.	17 00	34 00	80
<i>Perth</i>	County Council		14 00	28 00	28
<i>Huron</i>	Howick	No. 18	23 12	46 24	53
	Stanley	No. 7	20 00	40 00	63
<i>Bruce</i>	Bruce	No. 6	24 22	48 44	64
	Huron	No. 7	11 00	22 00	29
	Saugeen	No. 2	16 00	32 00	62
<i>Middlesex</i>	County Teachers' Assoc. (East)		25 00	50 00	60
	Delaware	No. 5	16 00	32 00	41
	Dorchester, N.	No. 12	20 00	40 00	66
<i>Elgin</i>	County Teachers' Assoc.		150 00	300 00	321
	Aldborough	No. 1	10 00	20 00	32
	Vienna	U. S.	60 00	120 00	148
	Yarmouth	No. 18	31 00	62 00	90
<i>Kent</i>	County Teachers' Assoc. (East)		29 00	58 00	61
	Harwich	No. 4	11 55	23 10	36
<i>Essex</i>	Gosfield	No. 4	50 00	100 00	142
	Do	No. 9	25 00	50 00	92
<i>District of Parry Sound.</i>	Chapman and Croft	No. 1 U	30 05	60 10	83
	Spence and Ryerson	No. 1 U	10 10	20 20	30
<i>Cities</i>	Toronto	Normal School	155 79½	311 59	120
	Do	Provincial Lunatic Asylum	38 15	76 30	107
	Do	Public School	50 00	100 00	66
	Do	Roman Catholic Sep. School	22 84	45 68	71
	Hamilton	Do	18 50	37 00	32
	Kingston	Public School	34 00	68 00	128
	Ottawa	Normal School	497 98	995 96	626
	Do	Public School	34 69	69 38	36
<i>Towns</i>	Belleville	Public School	37 00	74 00	136
	Brantford	Do	8 76	17 52	21
	Do	Institute for the Blind	5 55	11 10	2
	Chatham	Public School	50 00	100 00	128
	Clifton	Do	40 00	80 00	110
	Clinton	High School	2 07	4 14	3
	Cobourg	Collegiate Institute	22 44	44 88	16
	Do	Public School	87½	1	1
	Collingwood	High School	14 10	28 20	34
	Goderich	Do	5 49½	10 99	19
	Lindsay	Union School	5 69	11 38	8
	Napanee	High School	80 00	160 00	230
	St. Mary's	Do	71½	1 43	1
	Whitby	Union School	2 77½	5 55	7
			2768 52	5537 04	6549

TABLE J.—STATEMENT No. 2.—The Free Public Libraries of Ontario.

SUPPLIED BY THE EDUCATION DEPARTMENT.

COUNTIES (INCLUDING INCORPORATED VILLAGES.)	MONEYS.					Number of Libraries, exclusive of sub-divi- sions.	Total Number of Vol- umes in Libraries.
	Local Appropria- tion.	Legislative Ap- portionment.	Value of Books sent.	Value of Books sent in former years.	Total Value of Books sent.		
	\$ cts. 5 00	\$ cts. 5 00	\$ cts. 10 00	\$ cts. 456 70	\$ cts. 466 70		
Glengarry.....				601 22	601 22	6	796
Stormont.....				854 00	854 00	4	1225
Dundas.....				1031 06	1031 06	6	1506
Prescott.....				846 37	846 37	5	1988
Russell.....				2092 02	2147 02	7	1528
Carleton.....	27 50	27 50	55 00	1097 00	1097 00	21	4309
Grenville.....				1899 86	2009 86	7	2089
Leeds.....	55 00	55 00	110 00	5822 24	5822 24	27	3470
Lanark.....				1749 86	1920 46	46	10824
Renfrew.....	85 30	85 30	170 60	1775 79	1800 51	26	3483
Frontenac.....	12 36	12 36	24 72	877 50	911 50	22	2930
Addington.....	17 00	17 00	34 00	880 80	880 80	15	1585
Lennox.....				2110 23	2144 23	10	1888
Prince Edward.....	17 00	17 00	34 00	3517 14	3693 40	28	3689
Hastings.....	88 13	88 13	176 26	4910 26	4910 26	55	6905
Northumberland.....				2994 09	3006 09	38	9390
Durham.....	6 00	6 00	12 00	3393 56	3393 56	56	5800
Peterborough.....				806 92	806 92	27	7672
Victoria.....						49	3842
Haliburton.....				6792 05	6824 05		
Ontario.....	16 00	16 00	32 00	10452 13	10505 13	40	11717
York.....	26 50	26 50	53 00	4723 76	4723 76	89	18422
Peel.....				5220 73	5317 73	55	8269
Simcoe.....	48 50	48 50	97 00	3524 87	3670 87	52	9488
Halton.....	73 00	73 00	146 00	3242 30	3328 80	33	5091
Wentworth.....	43 25	43 25	86 50	2976 21	3502 44	28	6419
Brant.....	263 11½	263 11½	526 23	2823 00	2873 00	37	5477
Lincoln.....	25 00	25 00	50 00	1680 28	2006 87	27	4896
Welland.....	163 29½	163 29½	326 59	3242 44	3260 44	24	3492
Haldimand.....	9 00	9 00	18 00	1998 96	1998 96	35	5701
Norfolk.....				5404 54	5442 60	28	3548
Oxford.....	19 03	19 03	38 06	2579 61	2639 76	50	11358
Waterloo.....	30 07½	30 07½	60 15	6297 47	6333 47	24	4859
Wellington.....	18 00	18 00	36 00	4921 04	4955 04	67	10923
Grey.....	17 00	17 00	34 00	3672 02	3700 02	54	8990
Perth.....	14 00	14 00	28 00	6914 00	7000 24	39	6581
Huron.....	43 12	43 12	86 24	2443 02	2545 46	64	11923
Bruce.....	51 22	51 22	102 44	5322 34	5444 34	35	4428
Middlesex.....	61 00	61 00	122 00	3519 34	4021 34	66	9000
Elgin.....	251 00	251 00	502 00	4096 50	4177 60	28	6246
Kent.....	40 55	40 55	81 10	4268 13	4268 13	41	7864
Lambton.....				1839 00	1989 00	35	5788
Essex.....	75 00	75 00	150 00	134 00	214 30	12	3476
Districts.....	40 15	40 15	80 30			5	313
Totals.....	1641 09½	1641 09½	3282 19	135804 36	139086 55	1423	249188
Total Counties and Incorporated Villages.....	1641 09½	1641 09½	3282 19	135804 36	139086 55	1423	249188
Do Cities.....	851 95½	851 95½	1703 91	15514 08	17217 99	17	22972
Do Towns.....	275 47	275 47	550 94	12146 42	12697 36	59	15975
Grand Totals.....	2768 52	2768 52	5537 04	163464 86	169001 90	1499	288135

TABLE J.—STATEMENT No. 3.—The Free Public Libraries of Ontario.

The following is a Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Ontario Education Department, from 1853 to 1877 inclusive.

No. of Volumes sent out during the years :	Total Volumes of Library Books.	History.	Zoology and Phy- siology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philoso- phy and Mannu- factures.	Chemistry.	Practical Agricul- ture.	Literature.	Voyages.	Biography.	Tales and Sketches Practical Life.	Fiction.	Teachers' Library.	Prize Books.	Grand Total Li- brary and Prize Books.
1853.	21922	4138	1602	287	906	526	234	940	324	807	2694	1141	2917	5178	208	208	21922	21922
1854.	66711	10633	5532	1030	2172	1351	636	4780	950	3235	5764	4350	6393	19307	578	578	66711	66711
1855.	28659	5475	2053	318	558	663	200	1808	283	1452	3361	2926	3081	6049	432	432	28659	28659
1856.	13669	2498	652	118	397	267	77	660	86	418	1523	1019	1844	3832	258	258	13669	13669
1857.	29833	5295	1763	321	632	817	195	1729	201	1257	2391	2253	3516	9219	244	244	2557	32390
1858.	7587	1567	503	86	152	98	61	276	29	186	713	843	744	2245	84	84	8045	15632
1859.	9308	1670	551	136	209	192	130	432	105	300	1169	714	1127	2401	172	172	12089	21397
1860.	9072	1561	475	144	223	200	100	526	78	339	852	797	1115	2520	142	142	20194	29266
1861.	6488	1273	302	59	101	72	64	223	38	172	601	760	880	1826	117	117	26931	33419
1862.	5599	927	244	45	99	43	75	211	69	165	412	661	830	1706	112	112	29760	35359
1863.	6274	707	304	42	97	80	67	282	32	202	547	652	864	2286	112	112	32890	39164
1864.	3361	552	140	11	47	38	28	134	7	87	321	290	451	1198	57	57	33381	36742
1865.	3882	611	168	20	62	53	26	131	3	110	328	534	553	1225	58	58	44601	48483
1866.	6856	1144	217	56	125	81	55	282	45	291	652	776	784	2200	148	148	58871	65727
1867.	5426	1003	125	20	78	65	15	189	26	118	524	595	650	1971	66	66	64103	69529
1868.	6573	1106	214	39	86	51	12	195	26	132	554	979	736	2211	150	150	54715	61288
1869.	6498	1148	268	51	96	91	36	198	37	162	499	1172	882	1237	60	60	54657	61085
1870.	5024	865	162	28	68	64	36	156	14	159	367	527	610	1542	52	52	60655	65679
1871.	4825	830	132	12	46	41	35	145	19	149	366	581	524	1591	37	37	60420	63245
1872.	6015	866	235	49	90	64	57	188	18	132	540	850	566	1671	323	323	76921	69736
1873.	5367	771	176	32	78	74	59	164	23	178	420	734	409	1727	171	171	71557	76924
1874.	7167	1004	175	27	133	97	100	73	9	136	639	777	705	2271	471	471	76498	74665
1875.	7744	983	188	34	166	58	46	119	39	126	767	795	721	2473	550	550	72810	80554
1876.	7796	1127	244	24	182	51	42	124	25	110	982	1042	731	1834	882	882	66983	74779
1877.	6549	652	139	18	61	38	25	161	12	78	866	775	589	1787	420	420	63027	69576
Totals.	288135	48456	16644	3007	6864	5195	2441	14126	2479	10501	27852	26543	32222	81507	4299	5999	969465	1257600

Volumes sent to Mechanics' Institutes and Sunday Schools

30650

Grand Total Library and Prize Books despatched up to 31st December, 1877

1288250

TABLE K.—The High and Public Schools.

SUMMARY OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED BY THE EDUCATION DEPARTMENT TO COUNTIES (INCLUDING VILLAGES), CITIES AND TOWNS, DURING THE YEAR 1877.

COUNTIES, Including Incorporated Villages.	MONEYS.			MAPS OF								APPARATUS.		OBJECT LESSONS.	PRIZE BOOKS.			
	Local Contribu- tions.	Legislative Appor- tionment.	Total. \$ cts.	World.	Europe.	Asia.	Africa.	America.	British N. America and Canada.	Great Britain and Ireland.	Classical and Scriptural.	Other Maps and Charts.	Globes.		Pieces.	Historical & other Lessons in Sheets.	Value of Maps, Appa- ratus and Sheets.	No. of Volumes.	Value.
	\$ cts.	\$ cts.	\$ cts.													\$		\$ cts.
Glengarry	127 70	127 70	255 40	2	2	1	1	1	2	1	4	3	1	3	2	67 50	863	187 90
Stormont	127 10	127 10	254 20	10	9	3	1	1	6	.....	.....	16	2	27	47	202 30	180	51 90
Dundas	139 44	139 44	278 88	6	4	4	5	5	6	.....	.....	5	.....	.....	36	122 64	597	156 24
Prescott	239 62½	239 62½	479 25	20	3	3	3	3	19	.....	.....	2	1	.....	34	279 10	509	200 15
Russell	27 50	27 50	55 00	1	.....	.....	.....	.....	1	.....	.....	9	.....	.....	37	50 20	26	4 80
Carleton	306 90	306 90	613 80	6	8	8	7	10	6	.....	.....	5	1	.....	78	210 60	1483	403 20
Gravelle	183 77	183 77	367 54	11	5	4	4	3	1	.....	.....	3	6	200	267	215 54	484	152 00
Leeds	290 70½	290 70½	581 41	10	10	7	5	9	8	.....	.....	6	1	30	228	262 71	1158	318 70
Lanark	474 33	474 33	948 66	5	4	4	4	3	4	.....	.....	4	3	116	201	417 60	1508	531 06
Leith	215 70	215 70	431 40	5	7	6	2	2	9	.....	.....	6	3	3	212	207 45	572	223 95
Frontenac	279 25	279 25	558 50	11	5	4	4	11	8	.....	.....	2	4	4	574	275 45	1149	283 05
Addington	72 92	72 92	145 84	2	4	2	1	3	2	.....	.....	1	.....	.....	68	92 74	316	92 74
Lennox	35 00	35 00	70 00	2	.....	.....	.....	.....	1	.....	.....	19	1	6	36	20 00	153	50 00
Prince Edward	137 20	137 20	274 40	2	4	2	2	12	5	.....	.....	5	6	9	360	186 86	273	87 54
Hastings	171 10	171 10	342 20	8	4	3	1	4	7	.....	.....	3	2	3	210	166 16	613	176 04
Northumberland	375 88	375 88	751 76	7	8	4	1	14	10	.....	.....	12	7	154	333	417 40	1352	334 36
Durham	421 12½	421 12½	842 25	1	3	1	2	3	3	.....	.....	6	2	5	346	122 87	1496	719 38
Peterborough	98 40½	98 40½	196 81	9	3	2	2	3	3	.....	.....	3	2	7	268	166 81	124	30 00
Haliburton	36 22½	36 22½	72 45	2	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	15	92 00	179	50 45
Victoria	427 60	427 60	855 20	10	5	5	5	10	9	.....	.....	15	9	111	421	543 05	1065	312 15
Ontario	690 12½	690 12½	1380 25	8	10	9	7	14	9	.....	.....	1	2	5	700	392 41	2563	987 84
York	1057 52½	1057 52½	2115 05	12	10	8	8	20	17	.....	.....	19	7	96	979	673 56	4026	1441 49
Peel	512 37	512 37	1024 74	3	7	6	7	13	9	.....	.....	416	5	24	516	554 84	1135	469 90
Simcoe	761 10	761 10	1522 20	8	15	11	9	20	17	.....	.....	26	17	42	1224	606 27	3100	915 93
Halton	271 82½	271 82½	543 65	2	6	5	6	4	3	.....	.....	11	3	29	320	227 50	896	316 15
Westworth	388 67	388 67	777 34	4	4	4	3	9	7	.....	.....	1	3	3	151	176 81	1701	600 53
Brant	189 60½	189 60½	379 21	7	5	4	4	7	1	.....	.....	7	4	30	141	169 25	591	209 96

TABLE K.—The High and Public Schools.

SUMMARY SHOWING TOTAL NUMBER OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED BY THE EDUCATION DEPARTMENT
FROM 1855 TO 1877, INCLUSIVE.

YEARS.	MONEY.			MAPS OF										APPARATUS.		OBJECT LESSONS.	PRIZE BOOKS.
	Local Contributions.	Legislative Appropriation.	Total.	World.	Europe.	Asia.	Africa.	America.	British N. America and Canada.	Great Britain and Ireland.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Pieces.			
	\$ cts.	\$ cts.	\$ cts.													No. of Volumes.	
From 1855 to 1876 inclusive.	271159 30	271159 30	542318 60	6427	6297	5018	4609	5517	6708	5002	3491	9312	3182	28116	293308	906438	
1877.....	20665 07½	20665 07½	41330 15	374	326	240	215	509	398	196	87	956	216	4117	20072	63027	
Grand Total.....	291824 37½	291824 37½	583648 75	6801	6623	5258	4824	6026	7106	5198	3578	10268	3398	32233	313380	96946	

TABLE K.—The High and Public Schools.

TABLE showing the value of articles sent out from the Education Depository during the years 1851 to 1877 inclusive.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Public School library books.		Maps, apparatus and prize books.		Articles sold at catalogue prices without any apportionment from the Legislative Grant.	Total value of library, prize and school books, maps and apparatus despatched.		YEARS.	Value of books entered at ports in the Province of Quebec.		Value of books entered at ports in the Province of Ontario.		Total value of books imported into the two Provinces.		Proportion imported for the Education Department of Ontario.	
	\$	cts.	\$	cts.	\$	cts.		\$	cts.		\$	cts.	\$	cts.	\$	cts.	\$	cts.
1851	1414 00	1414 00	1850	101880 00	141700 00	243580 00	243580 00	84 00	3296 00			
1852	2981 00	2981 00	1851	120700 00	171732 00	292432 00	292432 00	12988 00	300444 00			
1853	4233 00	4233 00	1852	141176 00	159268 00	300444 00	300444 00	22764 00	22764 00			
1854	5514 00	56890 00	1853	158700 00	254280 00	412980 00	412980 00	44060 00	44060 00			
1855	4389 00	18991 00	1854	171452 00	307808 00	479260 00	479260 00	533148 00	533148 00			
1856	5726 00	22251 00	1855	194356 00	338792 00	533148 00	533148 00	25624 00	25624 00			
1857	6452 00	40770 00	1856	208636 00	427992 00	636628 00	636628 00	10208 00	10208 00			
1858	6972 00	22764 00	1857	224400 00	309172 00	533572 00	533572 00	10692 00	10692 00			
1859	6679 00	24389 00	1858	171235 00	191942 00	363197 00	363197 00	5308 00	5308 00			
1860	5416 00	27537 00	1859	139057 00	184304 00	323361 00	323361 00	8846 00	8846 00			
1861	4894 00	25229 00	1860	155604 00	252504 00	408108 00	408108 00	7782 00	7782 00			
1862	4844 00	24311 00	1861	185612 00	344621 00	530233 00	530233 00	7800 00	7800 00			
1863	3461 00	23370 00	1862	183987 00	249234 00	433221 00	433221 00	4085 00	4085 00			
1864	4454 00	23045 00	1863	184652 00	276673 00	461325 00	461325 00	9522 00	9522 00			
1865	3818 00	26442 00	1864	93308 00	127233 00	220541 00	220541 00	14749 00	14749 00			
1866	4172 00	35661 00	1865	189386 00	200304 00	389690 00	389690 00	20743 00	20743 00			
1867	7419 00	39093 00	1866	222559 00	247749 00	507038 00	507038 00	13743 00	13743 00			
1868	4793 00	35136 00	1867	233387 00	273615 00	507452 00	507452 00	19274 00	19274 00			
1869	5678 00	34808 00	1868	224582 00	254048 00	478630 00	478630 00	11874 00	11874 00			
1870	6175 00	38381 00	1869	228914 00	373758 00	652672 00	652672 00	13019 00	13019 00			
1871	8138 00	41514 00	1870	220371 00	351171 00	571542 00	571542 00	20315 00	20315 00			
1872	10481 00	57167 00	1871	146435 00	411518 00	557953 00	557953 00	16597 00	16597 00			
1873	7010 00	53746 00	1872	212644 00	477581 00	690925 00	690925 00	777360 00	777360 00			
1874	8547 00	58515 00	1873	221978 00	540143 00	762121 00	762121 00	22970 00	22970 00			
1875	10445 00	62169 00	1874	246926 00	530434 00	777360 00	777360 00	17893 00	17893 00			
1876	12116 00	60834 00	1875	246828 00	579970 00	824798 00	824798 00	699977 00	699977 00			
1877	11531 00	58398 00	1876	221096 00	489777 00	777360 00	777360 00	24790 00	24790 00			
			1877	221554 00	496729 00	777360 00	777360 00	17893 00	17893 00			

TABLE L.—The Superannuated or Disabled Public School Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Pension.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Pensioners from 1st January to 31st December.
				\$ cts.	\$ cts.
11	Thomas J. Graffe	70	18	108 00	104 00
13	James Benton	81	25	150 00	146 00
19	Peter Stewart	94	22	132 00	123 00
42	W. R. Thornhill	79	22	132 00	128 00
47	John Nowlan	86	24	144 00	140 00
49	George Reynolds	82	28 $\frac{1}{2}$	171 00	167 00
55	John Donald	78	20 $\frac{3}{4}$	123 00	119 00
56	Angus McDonell	82	33 $\frac{3}{4}$	201 00	197 00
57	James Forde	75	18	108 00	104 00
60	Gideon Gibson	92	19	114 00	110 00
63	Donald McDougall	77	14	84 00	80 00
71	Thomas White	87	23 $\frac{3}{4}$	142 00	138 50
72	Rev. Joshua Webster	83	22	132 00	128 00
73	Norman McLeod	85	16	96 00	92 00
79	William Glasford	67	18 $\frac{1}{2}$	111 00	107 00
82	John Vert	67	21 $\frac{1}{2}$	129 00	125 00
83	William Benson	80	23	138 00	134 00
84	William Kearns	85	25	150 00	146 00
86	James Leys	85	17	102 00	98 00
87	John Healy	88	26	156 00	152 00
88	Hector McRae	81	20	120 00	116 00
92	Emily Cozens	72	27	162 00	158 00
93	William Dermott	79	13	78 00	74 00
96	Walter Hick	89	25	150 00	146 00
107	Daniel Wing	74	26	156 00	152 00
115	Isabella Kennedy	75	22	132 00	128 00
122	Peter Fitzpatrick	85	23	138 00	134 00
126	James Kehoe	77	19	114 00	110 00
128	James McQueen	70	22 $\frac{1}{2}$	135 00	131 00
129	John Miskelly	79	12 $\frac{1}{2}$	75 00	71 00
132	Nicholas Fagan	83	13	78 00	74 00
135	Andrew Power	59	17	102 00	98 00
137	Catherine Snyder	68	18	108 00	104 00
140	John Brown	79	26	156 00	152 00
141	John Monaghan	73	15	90 00	86 00
142	Richard Youmans	73	20	120 00	116 00
144	William Ferguson	77	24	144 00	140 00
149	Daniel S. Sheehan	93	20	120 00	116 00
155	Alexander Middleton	78	20	120 00	116 00
157	Jeremiah O'Leary	77	28	168 00	164 00
159	Archibald McCormick	80	16	96 00	92 00
165	E. Redmond	77	32 $\frac{1}{2}$	195 00	191 00
166	William Hildyard	71	19	114 00	110 00
169	Mary Richards	82	33	198 00	194 00
170	W. B. P. Williams	73	9	54 00	52 00
171	Julius Ansley	73	18	108 00	104 00
173	Thomas Buchanan	72	20	120 00	116 00
174	Matthew M. Hutchins	70	22	132 00	128 00
178	Helen McLaren	68	21	126 00	122 00
179	Ralph McCallum	68	23	138 00	134 00
184	John Dods	72	21	126 00	122 00
186	P. G. Mulhern	77	29	174 00	170 00
188	Thomas Sanders	85	30	180 00	176 00
190	George Weston	79	22 $\frac{1}{2}$	135 00	131 00

The pensions are subject to a deduction, before payment, of \$4 for annual subscription, required by law.

TABLE L.—The Superannuated or Disabled Public School Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Pension.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Pensioners from 1st January to 31st December.
				\$ cts.	\$ cts.
193	Robert Hamilton.....	84	16	96 00	92 00
196	Joseph D. Thomson	68	14	84 00	80 00
198	Henry Bartley	70	23	138 00	134 00
200	Melinda Clarke	67	15½	93 00	89 00
201	James Brown	72	27½	165 00	161 00
202	Daniel Callaghan.....	80	30	180 00	176 00
206	James Robinson.....	62	18	108 00	104 00
207	John Tyndall	73	21	126 00	122 00
208	William Bell	76	11	66 00	62 00
209	William Brown	64	13	78 00	74 00
210	James Armstrong	64	25	150 00	146 00
211	Caroline F. Mozier	68	27	162 00	158 00
212	Eliza Barber	59	18½	111 00	107 00
214	James McFarlane	71	27	162 00	158 00
215	James McKay	67	33	198 00	194 00
216	J. C. Van Every	74	20	120 00	116 00
217	Benjamin Woods	77	29	174 00	170 00
218	John Younghusband	82	33½	201 00	197 00
219	William Irvine	79	36	216 00	212 00
221	Richard Campbell	77	31	186 00	182 00
222	James Mahon	67	20	120 00	116 00
228	John Douglass	82	22	132 00	128 00
229	Daniel McGill	72	30	180 00	176 00
230	John Lenaten	82	12	72 00	68 00
231	Anna McKay	74	18	108 00	104 00
234	Robert Jordan	82	28	168 00	164 00
235	David Kee	62	17	102 00	98 00
237	Thomas Dorothey	66	34	204 00	200 00
238	Thomas Whitfield	68	32½	195 00	191 00
240	John Robinson	76	17	102 00	98 00
241	Archibald C. Boyd	52	19½	117 00	113 00
242	James Briggs	66	37	222 00	218 00
245	John Graydon	73	30	180 00	176 00
246	Charles Judge	67	17	102 00	98 00
247	John Ross	67	22	132 00	128 00
248	John Roberts	76	16	96 00	92 00
252	William Lewis	60	22½	135 00	131 00
253	John Russell	72	30	180 00	176 00
254	George Wilson	78	20	120 00	116 00
258	Benjamin Meeds	68	23½	141 00	137 00
259	J. A. G. Williamson	58	17	102 00	98 00
261	Thomas Howatson	78	10	60 00	56 00
262	Thomas McNeillie	80	16½	99 00	95 00
263	Alexander MacLeod	73	48	288 00	284 00
264	William Moore	57	23	138 00	134 00
265	Thomas C. Smyth	74	15	90 00	86 00
266	George Wilkin	69	25	150 00	146 00
267	Michael Gallagher	57	29	174 00	170 00
268	Robert Futhy	71	32	192 00	188 00
269	John McNaughton	58	29	174 00	170 00
270	Alexander McIntyre	58	24	144 00	140 00
271	Frederick Rimmington	45	12	72 00	68 00
272	Hugh Duff	64	23	138 00	134 00
273	James W. McBain	44	20	120 00	116 00
274	John Quin	56	31	186 00	182 00
275	Adam Robinson.....	71	16½	99 00	95 00

TABLE L.—The Superannuated or Disabled Public School Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Pension.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Pensioners from 1st January to 31st December.
				\$ cts.	\$ cts.
276	Mary Blount Thorn.....	54	14	84 00	80 00
278	William Trenholm.....	60	23	138 00	134 00
279	John Ferguson.....	46	16	96 00	92 00
280	Patrick Jordan.....	58	25	150 00	146 00
282	Ephraim Rosevear.....	43	22	132 00	128 00
283	Adam Scott.....	72	21 $\frac{1}{2}$	129 00	125 00
284	James Banks.....	71	16	96 00	92 00
285	Matthew D. Canfield.....	67	29 $\frac{1}{2}$	177 00	173 00
286	Richard Coe.....	49	13 $\frac{1}{2}$	81 00	101 00
287	William Curry.....	47	16	96 00	92 00
288	John Jamieson.....	60	25	150 00	146 00
289	Mary Jane Haight.....	56	22	135 00	131 00
290	William Thorn.....	68	16	96 00	92 00
291	Edwin Bates.....	58	8	48 00	44 00
292	John Burke.....	65	22	132 00	128 00
293	Henry Buckland.....	51	18 $\frac{1}{2}$	111 00	107 00
295	James Milner.....	63	32 $\frac{3}{4}$	195 00	191 00
296	Patience S. Courtney.....	53	17	102 00	98 00
297	William Armstrong.....	66	45	270 00	266 00
298	Joseph D. Booth.....	52	21	126 00	122 00
299	Michael Brennan.....	67	16	96 00	92 00
300	Henry Beuglet.....	57	21	126 00	122 00
301	Patrick Donovan.....	65	28	168 00	164 00
302	John Fraser.....	76	16	96 00	92 00
303	John Isbister.....	76	15 $\frac{1}{2}$	93 00	89 00
304	Barbara A. Irvine.....	43	22	132 00	128 00
305	Robert Marlin.....	63	26	156 00	152 00
306	Archibald McSween.....	65	20	120 00	116 00
307	Daniel McRae.....	69	24	144 00	140 00
308	Timothy J. Newman.....	61	23	155 00	151 00
309	Robert Power.....	56	23 $\frac{1}{2}$	141 00	137 00
310	James Quin.....	73	18	108 00	104 00
311	James Scott.....	62	14	84 00	80 00
312	James Simpson.....	69	10	60 00	56 00
313	Thomas Chaplin.....	44	17	102 00	98 00
314	James Cooke.....	44	16	96 00	92 00
315	Frances Johnson.....	52	19	114 00	110 00
316	Robert Rooney.....	50	23	138 00	134 00
317	John Gibbs.....	63	18	108 00	104 00
318	Robert Kerr.....	65	28	168 00	164 00
320	Samuel J. Trew.....	55	24	144 00	140 00
323	William Clifford.....	27	3	18 00	14 00
324	James Elliott.....	53	22 $\frac{1}{2}$	135 00	104 00
325	Rebecca A. Johnson.....	43	15	90 00	86 00
326	Luke D. Maxwell.....	60	24	144 00	140 00
327	Charles McLennan.....	51	17	102 00	98 00
329	Francis Reynolds.....	49	14	84 00	80 00
332	Robert Dickson.....	59	18	108 00	104 00
333	Matthew Elder.....	87	28	168 00	164 00
334	William Gorman.....	53	26 $\frac{1}{2}$	159 00	155 00
335	John Lawson.....	71	44	264 00	260 00
336	Joseph Leighton.....	69	6 $\frac{1}{2}$	39 00	35 00
337	George McGill.....	55	26	156 00	152 00
338	Luke Morris.....	64	19	114 00	110 00
339	Dawson Reid.....	55	13	78 00	74 00
342	William Gilmer.....	73	10	60 00	56 00

TABLE L.—The Superannuated or Disabled Public School Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Pension.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Pensioners from 1st January to 31st December.
				\$ cts.	\$ cts.
344	Elizabeth Greerson.....	67	27	162 00	158 00
345	Levi T. Hyde.....	41	17	116 00	112 00
346	Michael McAuliffe.....	67	23	138 00	134 00
348	Jacob Tyndall.....	72	20	120 00	116 00
349	Charles F. Russell.....	42	19	114 00	110 00
350	Robert H. Wickham.....	62	23	138 00	134 00
351	William Watson.....	59	24	147 50	143 50
352	William Bradley.....	71	28	168 00	164 00
353	John Bruce.....	69	27	162 00	158 00
354	Benjamin Burkholder.....	63	28	171 00	167 00
355	Asahel B. Clark.....	41	17	117 50	113 50
356	James C. Clark.....	56	26	156 00	152 00
358	Robert Graham.....	67	25	150 00	146 00
359	Henry Greer.....	70	26	156 00	152 00
360	James Irvine.....	73	31	186 00	182 00
361	W. T. Janson.....	61	28½	171 00	167 00
362	John S. Kingston.....	65	8½	51 00	47 00
363	A. B. C. McConnell.....	66	9	54 00	50 50
364	John McMahon.....	39	17	102 00	98 00
366	William J. Ridley.....	61	20	120 00	116 00
368	William R. Rodway.....	66	16	96 00	92 00
369	Edward Rothwell.....	68	40	240 00	236 00
370	Solomon P. Smith.....	63	35	210 00	206 00
371	James Spence.....	71	17½	103 50	99 50
372	Daniel Sullivan.....	50	22½	135 00	131 00
373	Alexander Best.....	54	15	90 00	86 00
374	Nathan Bicknell.....	54	13½	81 00	77 00
375	Alexander Canning.....	52	14	84 00	80 00
376	Jane S. Chadwick.....	49	18½	111 00	107 00
377	Margaret Cozens.....	67	15	90 00	86 00
378	William Earney.....	57	16	96 00	92 00
379	James Hodgson.....	66	18	126 00	122 00
380	William Johnston.....	75	18	108 00	104 00
381	James Joyce.....	72	13	78 00	74 00
382	Elizabeth Murray.....	60	24	161 00	157 00
383	John McAdam.....	57	30	180 00	176 00
384	John McIntyre.....	65	14	84 00	80 00
385	John Ovens.....	62	23	138 00	134 00
386	John Paul.....	75	14	84 00	80 00
387	John Beaton.....	66	19	114 00	110 00
388	James Devlin.....	48	25	150 00	146 00
389	John B. Diamond.....	47	12	72 00	68 00
390	Henry Dugdale.....	57	25	150 00	130 00
391	John Fraser.....	70	24	144 00	140 00
393	James B. Hilton.....	65	30	180 00	176 00
394	Joseph Hugill.....	67	26	156 00	152 00
395	James Kelley.....	50	28	171 50	167 50
396	Allan Kennedy.....	76	14	84 00	80 00
397	John Mitchell.....	46	19	130 00	126 00
398	William D. O'Mara.....	95	7	42 00	38 00
399	Alexander Rodgers.....	54	27	162 00	158 00
400	J. G. Rothwell.....	67	36	216 00	212 00
401	William Russell.....	54	22½	135 00	131 00
403	E. G. Woodward.....	47	19	114 00	110 00
404	John Bremner.....	60	22	132 00	128 00
405	Anthony Elminger.....	65	24½	147 00	143 00

TABLE L.—The Superannuated or Disabled Public School Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Pension.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Pensioners from 1st January to 31st December.
				\$ cts.	\$ cts.
407	Patrick J. Moran	54	12 $\frac{1}{2}$	75 00	71 00
408	John G. McGregor	77	18	126 00	122 00
409	Andrew McKenzie	67	10	60 00	56 00
410	James Scott	66	24	144 00	140 00
411	Adam S. Stephen	62	33	198 00	194 00
412	Matthew Wellhauser	63	21	126 00	122 00
413	Huldah L. Whitcomb	52	24	160 00	156 00
414	John Blackley	71	29	174 00	170 00
415	John Conn.	53	25 $\frac{1}{2}$	153 00	149 00
416	Arthur Hollis	67	11	66 00	62 00
417	Duncan C. Horne	71	27	162 00	158 00
418	Thomas E. Jackson	44	13	78 00	74 00
419	William Kerr	55	27	162 00	158 00
420	James Leonard	65	11	66 00	62 00
421	James Moriarty	62	27	183 00	179 00
422	William McKerrow	68	18	108 00	104 00
423	Adam Simpson	71	13 $\frac{1}{2}$	81 00	77 00
424	John A. B. Thomson	54	24 $\frac{1}{2}$	168 00	164 00
425	William Davidson	61	14 $\frac{1}{2}$	87 00	83 00
427	Oliver O. Kenney	68	23	138 00	114 00
428	Jeremiah D. O'Sullivan	61	27	162 00	142 00
429	Alexander Weldon	71	20	120 00	116 00
430	James Cavanagh	48	11 $\frac{1}{2}$	69 00	65 00
431	James De Cantillon	51	26 $\frac{1}{2}$	159 00	155 00
432	William Davidson	70	16 $\frac{1}{2}$	99 00	95 00
433	Thomas W. Garland	57	28	168 00	164 00
434	Elizabeth Hopkins	61	24 $\frac{1}{2}$	151 50	147 50
435	J. W. Poole	54	24 $\frac{1}{2}$	147 00	143 00
436	James C. Stewart	61	20	120 00	116 00
437	William John Hull	66	30 $\frac{1}{2}$	183 00	147 50
438	William Pool	65	28	168 00	152 50
439	James A. Thompson	64	35 $\frac{1}{2}$	213 00	144 00
440	John Anderson	58	15 $\frac{1}{2}$	93 00	93 50
441	John G. Boyd	55	15 $\frac{1}{2}$	93 00	91 50
442	Samuel Derby	54	22	132 00	118 00
443	Mathew U. Adams	50	22 $\frac{1}{2}$	135 00	123 00
444	John McNamara	49	17	102 00	105 50
445	William Beattie	49	17	102 00	98 00
446	Margaret Brown	44	11 $\frac{1}{2}$	69 00	62 50
447	George W. Dulmage	61	22	132 00	128 00
448	William Emerson	73	2	12 00	8 00
449	Hugh Hamilton	63	22 $\frac{1}{2}$	135 00	89 00
450	William F. Kennedy	65	46 $\frac{1}{2}$	279 00	179 00
451	Alexander Stewart	75	12	72 00	20 00
452	William Barr	22	4 $\frac{1}{2}$	31 50	27 50
453	Parsons D. Henry	40	17	102 00	98 00
454	Adele B. Rochan	57	10 $\frac{1}{2}$	63 00	59 00
455	Bernard Daly	61	38 $\frac{1}{2}$	231 00	78 00
456	John Dunlop	75	18 $\frac{1}{2}$	111 00	33 00
457	Patrick O'Brien	62	17	115 00	95 00
458	Richard W. Young, M.A.	60	26	169 00	141 00
459	Adolphus Andrews	55	21	126 00	90 00
460	Richard H. Banks	37	14	95 00	88 50
461	William M. Crewson	52	21	126 00	96 00
462	William H. Meredith	51	23	138 00	118 00
463	Jeremiah W. Palmer	50	19	114 00	82 00

TABLE L.—The Superannuated or Disabled Public School Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Pension.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Pensioners from 1st January to 31st December.
				\$ cts.	\$ cts.
464	William Millar.....	79	17	102 00	21 00
465	William Elmslie.....	44	17	102 00	102 00
466	Alexander Goulet.....	46	20	60 00	55 50
467	John Ireland.....	57	26	78 00	38 00
468	Robert Russell.....	41	17½	105 00	101 00
469	James Doyle.....	72	22½	132 00	128 00
470	Horatio Mills.....	64	23	138 00	62 00
471	Thomas Scott.....	79	12	72 00	8 00
472	George N. Spong.....	64	23½	70 50	54 50
473	Hugh Gauley.....	58	22½	135 00	105 00
474	Robert Preston.....	53	19½	117 00	22 00
475	Andrew Quinton.....	50	26½	159 00	135 00
476	William H. Griffin.....	60	26	156 00	104 00
477	James B. Lynn.....	66	32	192 00	128 00
480	Charles F. H. Metzdorf.....	45	18	108 00	101 50
					35325 50

In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching, or has withdrawn.

During 1877, \$1576.07 were returned to subscribers withdrawing from the Fund.

The amount paid to new pensioners for the first year is affected by the amount of arrears of subscriptions they have respectively paid in.

TABLE L.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.		RELIGIOUS DENOMINATIONS.		NATIVES OF		
Glengarry	24	Simcoe	18	Dominion of Canada	63	
Stormont	17	Halton	4	Church of England	132	
Dundas	14	Wentworth	10	Presbyterian	127	
Prescott	8	Brant	4	Methodist	87	
Carleton	21	Lincoln	11	Roman Catholic	77	
Grenville	17	Welland	8	Baptist	14	
Leeds	24	Haldimand	2	"Protestant"	3	
Lanark	27	Norfolk	6	Universalist	2	
Renfrew	5	Oxford	5	Society of Friends	3	
Frontenac	16	Waterloo	4	Christian Brethren	3	
Lennox and Addington	11	Wellington	21	Second Advent	1	
Prince Edward	8	Grey	13	United Brethren	1	
Hastings	12	Perth	10	Catholic Apostolic	1	
Northumberland	16	Huron	16	Not given	10	
Durham	7	Bruce	7			
Peterborough	13	Middlesex	15	Total	478	
Haliburton	1	Elgin	6			
Victoria	9	Kent	8			
Ontario	10	Lambton	2			
York	23	Essex	9			
Peel	14	Manitoba	2			
Total	478				Total	478

Of the 478 Teachers admitted to the Fund, 185 either died during or before 1877, were not heard from, resumed teaching, or withdrew from the Fund.

Of the remaining 293, the average length of service as Public School Teachers in Ontario, was 22 years.

The average age of the Pensioners was 63 years.

Of the 478 Teachers admitted to the Fund, there have been 448 males and 30 females.

TABLE M.—Educational Summary for Ontario.

MUNICIPALITIES.

Municipalities.	Public Schools.			High Schools.			Grand Total.		
	Number of Public Schools.	Number of Pupils.	Amount expended for Public School purposes.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes.	Total number of Public Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Public Educational purposes.
Glengarry	75	5247	\$ 20749 36	2	44	\$ 10484 01	77	5247	\$ 20749 36
Stormont	77	5287	23376 52	1	44	10484 01	78	5331	20822 70
Dundas	89	5812	29842 24	2	90	2179 21	91	5902	1684 22
Prescott	70	3872	23755 23	2	118	3102 10	72	3990	36498 14
Russell	62	4060	18844 65	2	118	3102 10	62	4060	2245 88
Carleton	123	9404	53703 35	2	125	3193 76	123	9404	1600 83
Grenville	81	6293	35658 92	2	125	3193 76	83	6418	1758 06
Leeds	161	10050	65674 69	3	211	5147 31	164	10261	2956 96
Lanark	123	9150	50515 87	5	427	12251 36	128	9577	41809 64
Renfrew	133	7829	47737 67	3	132	5091 54	136	7961	8249 53
Frontenac	131	7375	39267 06	1	65	1718 00	132	7440	71006 33
Lennox and Addington	113	7050	39195 16	2	181	5286 59	115	7331	5067 15
Prince Edward	89	5478	41990 32	1	59	2433 47	90	5537	42851 03
Hastings	164	13135	80713 56	3	237	5050 37	167	13372	48375 63
Northumberland	114	10628	99520 31	4	256	7037 56	118	10884	48549 85
Durham	107	10469	63524 75	3	279	7037 56	110	10748	93546 59
Peterborough	93	7907	48033 96	2	265	7998 19	95	8172	77786 79
Victoria	143	11676	70629 43	3	168	7461 55	146	11844	76408 08
Haliburton	32	1085	6914 55	1	448	10727 70	32	1085	5192 12
Ontario	123	14016	101507 81	4	286	8984 55	127	14464	8515 52
York	168	18445	113791 65	4	286	8984 55	172	18731	2102 53
Peel	81	7365	44597 25	2	97	4338 03	83	7462	6929 71
Simcoe	221	21824	112382 71	4	315	18842 86	225	22139	16740 00
Halton	60	6424	40036 48	1	42	1663 95	61	6469	5040 73
									11851 69
									14307 26
									45549 17
									3848 74
									507 15
									4285 97
									4375 63
									4125 06
									7782 66
									8815 73
									5845 77
									5192 12
									8515 52
									2102 53
									6929 71
									119165 22
									139516 20
									53976 01
									14307 26
									45549 17
									3848 74
									507 15
									4285 97
									4375 63
									4125 06
									7782 66
									8815 73
									5845 77
									5192 12</

TABLE M.—Educational Summary for Ontario.

MUNICIPALITIES.	PUBLIC SCHOOLS.			HIGH SCHOOLS.			GRAND TOTAL.			Total amount available for Public Educational purposes.		
	Number of Public Schools.	Number of Public School Pupils.	Amount expended for Public Schools.	Number of High Schools.	Number of High School Pupils.	Amount expended for High School purposes.	Total number of Public Educational Institutions.	Total number of Pupils attending them.	Total amount expended for Public Educational purposes.		Balance unexpended.	
Wentworth	94	8159	49045 01	2	177	3890 13	96	8336	52935 14	4880 97	\$ 57816 11	cts.
Brant	63	6040	42168 81	1	214	9313 25	64	6254	51482 06	5023 73	56505 79	5023 73
Lincoln	73	5768	37859 48	4	183	5917 42	77	5951	43776 90	13709 96	57486 86	13709 96
Welland	98	7943	57883 69	4	156	6344 52	102	8099	64228 21	16661 90	80890 11	16661 90
Haldimand	84	7053	42146 72	3	144	6032 87	87	7197	48179 59	7784 88	55964 47	80890 11
Norfolk	104	9696	51827 45	3	136	4100 67	107	9832	55928 12	8918 24	64846 36	110703 37
Oxford	124	13414	95116 04	2	147	4278 42	126	13561	99394 46	11308 91	119774 36	119774 36
Waterloo	96	11539	77280 80	2	361	25165 75	98	11900	102446 55	17327 81	126398 77	126398 77
Wellington	133	20499	104809 87	2	330	9660 35	197	20829	114470 22	11928 55	115448 91	115448 91
Grey	225	21667	103418 08	1	174	2500 00	226	21841	105918 08	9530 83	126470 67	126470 67
Perth	124	15711	98452 78	4	425	13007 83	128	16136	111460 61	13010 06	146931 49	146931 49
Huron	133	23336	124298 01	2	204	9175 94	195	23540	133473 95	10274 89	133827 64	133827 64
Bruce	170	19371	114421 54	2	154	9121 21	172	19525	123542 75	11085 78	141940 07	141940 07
Middlesex	208	19387	125309 23	3	210	5545 06	211	19597	130854 29	7574 08	79914 68	79914 68
Elgin	112	10743	61470 52	3	238	10880 08	115	10981	72350 60	18764 87	103881 83	103881 83
Kent	118	13575	82490 31	1	55	2126 65	119	13630	84616 96	10314 80	96773 16	96773 16
Lambton	159	13577	84265 20	1	103	2193 16	160	13680	86458 36	8815 59	79400 28	79400 28
Essex	106	10519	67886 89	1	75	2697 80	107	10594	70584 69	2530 80	21453 64	21453 64
Districts	59	2106	18922 84	1	1	.....	59	2106	18922 84	777 08	25923 73	25923 73
Brampton	5	2365	15833 40	1	214	9313 25	6	2579	25146 65	22 34	73530 29	73530 29
Hamilton	17	7323	58618 91	1	596	14890 04	18	7919	73508 95	1899 03	30435 58	30435 58
Kingston	11	3602	20430 33	1	116	8106 22	12	3718	28536 55	11203 04	41130 41	41130 41
London	14	4743	24061 56	1	241	5865 81	15	4984	29927 37	5770 75	80261 72	80261 72
Ottawa	14	5421	51960 47	1	185	22530 50	15	5606	74490 97	5770 75	80261 72	80261 72

[illegible]

TABLE N.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public and High Schools; also, Normal and Model Schools, from the year 1842 to 1877, inclusive, compiled from Returns in the Education Department.

	SUBJECTS COMPARED.						
	1842	1843	1844	1845	1846	1847	1848
1	486055						
2	141143						
3	25						
4							
5							
6	1721						
7							
8	1795						
9	No Reports.						
10	65978						
11							
12	65978						
13	\$166000						
14	No Reports.						
15	"						
16	"						
17	"						
18	"						
19	"						
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TABLE N.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, &c.

No.	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861
1	253364	259258	950551	262755	268957	277922	297623	311316	324888	360578	362085	373589	1396091
2	39	57	54	60	64	64	65	61	72	75	81	86	684980
3	2	2	2	3	3	3	3	3	3	4	4	4	86
4	2871	3059	2985	2992	3093	3200	3284	3391	3631	3772	3848	3854	3910
5			16	18	32	44	41	81	100	94	105	115	109
6	3076	3349	3239	3262	3386	3526	3710	3815	4094	4258	4372	4379	4459
7	1120	2070	2191	2343	3921	4287	2726	3386	4073	4459	4381	4546	4765
8	400	370	356	645	735	622	743	722	746	777	718	700	700
9	138465	151891	168159	179587	194736	204168	222979	243935	262673	383692	288398	301104	316287
10							4885	7210	9964	9991	12994	14708	13631
11	144406	159678	175895	189010	203888	215356	240917	262858	285314	306626	314246	328839	344117
12	\$353912	\$353716	\$391308	\$428948	\$489764	\$578868	\$630108	\$779680	\$860232	\$777616	\$859325	\$895591	\$918113
13	No Reports.	\$56756	\$77336	\$100866	\$128072	\$175472	\$219194	\$298428	\$351926	\$265519	\$250721	\$264183	\$273305
14	\$410472		\$468644	\$529314	\$617836	\$754340	\$898272	\$1078108	\$1212158	\$1043135	\$1110046	\$1159774	\$1191418
15							\$46255	\$47659	\$57552	\$52940	\$61564	\$642005	\$71034
16							\$3711	\$8311	\$10708	\$23668	\$7930	\$6037	\$4234
17	No Reports.						\$204754	\$192014	\$214849	\$229979	\$2120042	\$218632	\$209421
18			\$131336	\$147956	\$150104	\$174016	\$204754	\$192014	\$214849	\$229979	\$2120042	\$218632	\$209421
19			\$599980	\$677270	\$767940	\$928356	\$1155992	\$1326692	\$1495667	\$1318922	\$1389582	\$1448448	\$1476107
20	3209	3476	3277	3388	3539	3589	3565	3689	4083	4202	4235	4281	4336
21	2505	2697	2551	2541	2601	2508	2622	2787	2787	2965	3115	3100	3031
22	704	779	726	847	938	1031	997	1067	1296	1238	1120	1181	1305
23	9 ¹ ₂₀	9 ¹ ₁₇	9 ¹ ₈	9 ¹ ₆	9 ¹ ₃	9 ¹ ₃	9 ¹ ₃	10	10	10 ¹ ₃	10 ¹ ₃	10 ¹ ₃	10 ¹ ₃

TABLE N.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, &c.

	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877
1		412367	424565	426757	431815	447726	464315	470400	483966	489615	495756	504869	511603	501083	502250	494804
2	403802	95	35	104	104	102	101	101	101	102	104	108	108	108	104	104
3	31	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4
4		4013	4077	4151	4222	4261	4318	4359	4403	4438	4490	4562	4592	4678	4875	4955
5	3995	120	147	152	157	161	162	165	163	160	171	170	166	156	167	185
6	109	4587	4595	4686	4800	4855	4882	4923	4970	5004	5042	5124	5165	5258	5467	5248
7	4554	5352	5589	5754	5796	5696	5649	6608	7351	7490	7968	8437	8711	8342	8541	9229
8	4982	5352	5589	5754	5796	5696	5649	6608	7351	7490	7968	8437	8711	8342	8541	9229
9	700	700	700	800	800	800	800	800	800	800	800	800	800	800	900	900
10	329033	344949	354330	365552	372320	382719	399305	411746	421866	425126	433256	438911	441261	451568	465243	465908
11	14700	15859	17365	18101	18575	18924	20594	20684	20652	21200	21406	22073	22786	22673	25294	24952
12	357572	375333	385522	397992	405266	416812	434933	448160	459161	463057	472800	480679	483861	294065	510740	500989
13	\$959776	\$987555	\$996362	\$1041052	\$1066880	\$1093516	\$1146543	\$1175166	\$1222681	\$1191476	\$1371594	\$1520123	\$1647750	\$1758100	\$1838321	\$2038099
14	\$272217	\$266892	\$288362	\$314827	\$320353	\$379672	\$441891	\$449730	\$489380	\$611818	\$835770	\$2604526	\$2865332	\$2939080	\$1168135	\$1033390
15	\$1231993	\$1254447	\$1285318	\$1355879	\$1387233	\$1473188	\$1588434	\$1624896	\$1712061	\$1803294	\$2207364	\$2604526	\$2865332	\$2939080	\$9006456	\$3073489
16	\$73211	\$76121	\$78554	\$81562	\$87055	\$94820	\$95848	\$97009	\$105153	\$113862	\$141812	\$165358	\$179946	\$184752	\$195906	\$211607
17	\$7502	\$6139	\$5251	\$47653	\$47653	\$19190	\$10267	\$7378	\$20390	\$24164	\$31360	\$32939	\$63684	\$76586	\$49216	\$51417
18	\$225534	\$269768	\$274514	\$328065	\$328065	\$328285	\$326650	\$305000	\$363107	\$356374	\$439690	\$455302	\$478989	\$569523	\$230968	\$230968
19	\$1535240	\$1627836	\$1717206	\$1820006	\$1820006	\$1920023	\$2027199	\$2039783	\$2173711	\$2297694	\$2809226	\$3258125	\$3587951	\$3823982	\$3838501	\$3587481
20	4406	4504	4625	4721	4789	4890	4996	5054	5165	5306	5476	5642	5736	6018	6185	6468
21	3115	3094	3011	2930	2925	2775	2775	2775	2753	2641	2626	2581	2601	2645	2780	3020
22	1291	1410	1614	1791	1864	2041	2219	2279	2412	2665	2850	3061	3135	3373	3448	3448
23	106	111	111	111	110	110	110	110	110	111	111	111	111	111	113	204

NOTE.—Balances due but not collected, were included until 1858, but from thence at date Nos. 13, 14, 15, 16, 17, and 19 represent actual payments only. If we add to the Grand Total 19 the unexpended balances, we should have an available sum of \$3,950,897 for Public Educational purposes during 1877, and for 1876, \$3,856,932, the increase in 1877 being \$93,965.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Public Institutions of Learning except Universities. Private Scholastic Institutions were given up to 1876, but their Reports were so incomplete and unsatisfactory, that since that year the Department has ceased to ask for the information. Those Schools will in future not appear in the Annual Report.

* Holidays and Vacations included up to 1876; not afterwards.

PART III.

APPENDICES.

1877.

APPENDICES TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL,
HIGH AND PUBLIC SCHOOLS,
IN ONTARIO,
FOR THE YEAR 1877.

APPENDIX A.

REPORT AND SUGGESTIONS WITH RESPECT TO THE COLLEGIATE INSTITUTES AND HIGH SCHOOLS OF ONTARIO FOR THE YEAR 1877, BY THE INSPECTORS OF HIGH SCHOOLS.

SIR,—Having already laid before you detailed reports on the state of each of the High Schools, we have now the honour to submit some general observations on their condition during the year 1877 :

FINANCIAL POSITION.

The legislation in regard to the support of High Schools which took place in the early part of 1877 has very much improved the position and prospects of nearly all of them. That clause in particular which provides that the County Council shall pay in support of each High School within its territory an amount equal to the Government Grant, has done very much to relieve the anxieties of Trustees and Teachers, and to promote a feeling of confidence in the stability and permanence of these institutions. We have already begun to see the fruits of this change in the financial position of the High Schools, in improvements in the staffs, buildings and educational appliances, and we have good reason to think that there will now be a steady further progress in the same direction.

There are, however, still a few schools whose financial outlook is far from re-assuring. We refer to those High Schools which, though situated in small cities or towns separated from counties, are nevertheless attended by large numbers of pupils from the surrounding rural districts, and receive no grants from the counties concerned. It is true that in such cases the High School Boards have, under sect. 65 of the High Schools Act, the power to levy differential fees ; but, as the country pupils are generally picked pupils, the masters are naturally unwilling that the attendance of a very promising class of scholars should be diminished by a resort to this means of providing funds ; while the Trustees do not wish, if they can avoid it, to be compelled to refuse to give upon equal terms the same advantages to all who may choose to come, or to receive the diminished Government Grants and to make the reductions in staffs, &c., which would be necessary results of the

policy. Since the adoption of the arrangements by which candidates for second-class certificates are required to obtain their non-professional knowledge elsewhere than at the Normal Schools, the number of country pupils in these as in all other High Schools has much increased, and thus what was felt before to be a small injustice has now assumed in the eyes of those who have to deal with it the proportions of a great evil. They feel besides that in preparing teachers who will be employed in the country parts they are doing work which should be paid for by the counties. One peculiarity of the case of these schools is that the greater the efficiency or the reputation of the school, the more serious does the situation become in consequence of the attraction of larger numbers of outside pupils to the place. We are not prepared, we confess, to suggest any legislation on the question; indeed, the obstacles to legislation on it appear very great; but we direct attention to it, as it is a matter of vital importance to some of our best schools.

The High School of St. Mary's is a case in point. About forty of the pupils or one-third of the whole attendance come from the neighbouring townships. No one of the three other High Schools in the County of Perth educates so many rural pupils. Now, the High Schools in Stratford, Mitchell, and Listowel each receive a direct grant from the county of more than four hundred dollars a year. But this is not all. For each of these schools a district containing several municipalities has been set apart, and this district supplies what is needed for the support of its High School in addition to the Government and County Grants. On the other hand St. Mary's, being separate from the county, and consequently having no district connected with its High School, bears the entire burden of supporting it. The County Council of Perth refuses to grant anything towards its maintenance.

It is but just to add that the councils of some counties take a different view of their obligations. For example, the High School of St. Thomas resembles that of St. Mary's, both in being situated in a town separated from the county, and in educating a large number of rural pupils. Yet the enlightened Council of Elgin, to its honour be it said, grants annually in aid of this school, a sum which is a fair recognition of its educational utility to the county.

In the next place, we desire to direct your attention to the unfair financial advantages enjoyed during the past year by the schools in which the regulation requiring the employment of at least one assistant teacher, was not observed. These were Alexandria, Bradford, Brighton, Campbellford, Cayuga, Newcastle, Omeme, Streetsville. During 1877, the Board of Trustees for each of these schools received in Government and County grants, an amount sufficient, or nearly sufficient, to pay current expenses, so that the cost of the High School was little or nothing, as far as the municipality in which it is situated was concerned. As these grants were intended to supplement and stimulate local effort, not to do away with the necessity for it altogether, and as all the places which carry out the High School regulations are compelled to raise considerable sums of money in order to do so, it is obviously undesirable that this exceptional state of affairs should continue in the places we have mentioned. Four courses appear to be open, to extinguish the schools, to insist on the employment of an assistant in each, to reduce the grant, to require the municipality to raise and expend annually a certain amount for High School purposes. The adoption of any one of these courses will give rise to certain difficulties. Against the extinction of these schools, it may fairly be urged that their present condition or past history, or the exertions which the boards have recently made, entitle them to a greater amount of consideration than any of the schools which have lately been closed. With regard to insisting on the employment of an assistant, there is the difficulty in the case of some of them, that the cost of maintaining the school becomes, when this is done, utterly disproportionate to the number of pupils. While the programme cannot be properly carried out, even in the smallest school by one teacher, it has so far seemed impossible to attract to some, at any rate of these schools, by engaging two teachers, a sufficient number of pupils to justify the expenditure. The adoption of either of the last two courses would necessitate special legislation. We proceed to make a few remarks on each of the schools of which we have been speaking, with the view of giving an idea of their actual position.

Alexandria.—This High School was founded many years ago, closed in 1874, and reopened in 1876. During 1876 and 1877, only one teacher was employed; now (in 1878)

there are two. It has until recently been of little service ; but it is improving, and may perhaps succeed in falling permanently into line with the other High Schools. The two townships which constitute its district are well able to support a High School ; and a High School is very much needed there for the instruction of teachers, because, if we may judge from the qualifications of the candidates for entrance in Northern Glengarry, primary education is in a lower state there than in almost all other parts of the Province. We recommend that the employment of two teachers here be considered, *a sine qua non*.

Bradford.—This school, which deservedly had at one time a high reputation, has for many years been exceedingly weak. There has never been an assistant teacher since the law made one requisite. The salary of the master is \$900, which is about the amount of the Government and County grants. In May, 1873, the visiting inspector found 11 pupils present ; in March, 1874, 22 ; in April, 1875, 13 ; in March, 1876, 6 ; in November, 1877, 21. Though the present head master is doing all that can reasonably be expected, the status of the school continues low.

Brighton.—Here an assistant has, as a rule, for many years been employed. During the past year, however, the Board of Trustees, apparently with the view of paying a good master a fair salary, dispensed with the services of the assistant. The attendance at this school varies from 20 to 35. The salary paid was \$1,100, which does not much exceed the Government and County grants.

Campbellford.—The average attendance here is about 20. The master last year was paid \$800, which sum is a little less than the legislative and county grants.

Cayuga.—The average attendance here is about 24. A master and a monitor were employed last year at a total expense of between \$800 and \$900, or about the amount of the grants. It is not probable that the attendance will increase rapidly. The Board have this year complied with the law and engaged a qualified assistant.

Colborne.—This school is not included in the list given above, but its case is mentioned because it illustrates the working of the regulations. An assistant has generally been employed in this school, and the year 1877 was not an exception in this respect ; but before 1877 he had usually been in reality rather the teacher of the highest division in the Public School than a High School assistant ; at the beginning of that year the assistant was, in accordance with the law and regulations, confined to High School work. The average attendance which never reaches 20 in Colborne, was last year very low. At the two inspectoral visits there were present respectively ten and nine pupils. The whole time of two masters, for which between \$1,300 and \$1,400 were paid was given to this small school. This year (1878) the Board has dispensed with the services of the assistant. This school was formerly, at a time when the High Schools were generally low, large and flourishing. Then it attracted pupils from a distance ; now, as other schools have outgrown it, its only pupils are those which the immediate neighbourhood can supply. Boys and girls that are now sent from home to be educated go to larger schools.

Newcastle.—The average attendance is about 20. Here a compromise is effected. The master of the highest division in the Public School gives part of his time to the High School, and is returned as the assistant. No rapid increase in the number of pupils can be expected here, the well officered School of Bowmanville being only four miles distant and attracting the rural material.

Omeme.—The attendance varies from 20 to 40. An arrangement similar to that in Newcastle has been adopted.

Streetsville.—The attendance at the inspections in 1877 was 13 and 14 respectively. The master's salary has for several years been \$700. During the same period the grants have amounted to at least \$850. We think it probable that after paying all expenses the Board has had every year a small surplus. An assistant has never been employed.

PHYSICAL SCIENCE.

We are pleased to be able to report that the teaching of physical science is making real progress in the High Schools. After some experience of the practically inoperative and too extensive programme which was nominally in force some years ago, it was decided by the Council of Public Instruction to limit the amount of work prescribed in this department, with the view of having a little done well. It was accordingly finally deter-

mined that only one of the physical sciences should have a place on the programme of lower school work. On account of its intimate connection with all the other physical sciences and its great practical value, chemistry was selected, and the results have justified the policy adopted. It is true that in some High Schools no physical science is taught, that in others the teaching is still not worthy of the name, and that there are few in which anything except chemistry is taught; but the appliances necessary for properly teaching that subject have been provided for the first time in many places, and added to and improved in nearly every school which formerly possessed them, the number of teachers capable of teaching chemistry has largely increased; and the number of pupils who are afforded the opportunity of beginning the study of that branch of knowledge in a proper manner is greater than ever before. In a considerable number of schools enthusiasm for chemistry is manifested by both the teacher and his pupils, and in not a few cases the pupils have the means provided for performing, and are required to perform a brief course of experiments themselves. That these impressions as to the improvement in the lower school work in chemistry are correct, is a conclusion which is corroborated by the increasing excellence of the answers in that subject at the intermediate examinations.

Only a few of the High Schools attempt physiology, botany, or upper school work in chemistry. Among those in which botany is taught, Barrie deserves special mention. The facilities provided for giving instruction in upper school chemistry are specially good in Brantford, Cobourg, Hamilton and St. Catharines. Yet, even in these places, little has been done. The reason of this is that there is little demand for instruction in upper school chemistry. The demand is small, because neither the Provincial nor the other universities recognize chemistry in any way at their matriculation examinations in arts. The policy of the universities in respect to physical science at matriculation has been the chief obstacle with which we have had to contend in making the study of chemistry in the High Schools a reality. While we are not rabid advocates of the physical sciences, and while we are inclined to think that their value as instruments for developing the youthful mind has been much exaggerated by their enthusiastic votaries, we hold that to ignore them in a scheme of High School education in an age in which the discoveries made in them are physically and intellectually revolutionizing the world, would be to take a course which could be justified only by the clearest proof of the impossibility of imparting correct fundamental scientific notions in the class-room. We hold further that, as the matriculation examinations of the University of Toronto practically determine to a great extent the work of the High Schools, and as a national university does not exist for itself alone, but for the educational interests of the community that supports it, the curriculum for these examinations should be so framed as to encourage in the High Schools the study of those subjects which the general interests of the community require to be taught there. Chemistry, we maintain, is one of these subjects, and we desire to place on record our conviction that the senate of the Provincial University in ignoring its claims as a subject for matriculation in arts, when they last revised their curriculum, adopted a policy directly injurious to higher and secondary, and indirectly injurious to primary education.

MATHEMATICS.

The attention paid to the teaching of Mathematics has been in general great, and the progress made satisfactory. The number of masters capable of teaching the mathematical branches well is increasing, and a knowledge of correct methods of imparting instruction in them has been widely spread. The state of the schools in respect to this Department is on the whole creditable.

ENGLISH.

Under the stimulus given to the study of English by the prescribing of texts to be read, the teaching of it has improved. Though in some quarters disproportionate attention is paid to grammatical and philological minutiae, there is a general tendency towards better methods. True, in some schools the teacher of English Literature is a person of little taste and information, yet there is a general tendency towards placing this Department in the hands of teachers possessed of some degree of culture. The teaching of grammar has gained somewhat in breadth. The teaching of composition is in many

schools defective, partly in consequence of neglect of the practical side of grammar, partly for other reasons. The limited facilities for reading enjoyed by the pupils of rural High Schools, and the unfavourableness of their surroundings in other respects for culture, add greatly to the difficulties of the teachers of the department of English in these places.

LANGUAGE TEACHING.

It must be admitted that the results obtained from the present methods of teaching Latin, Greek, French and German, appear meagre, when the amount of time devoted to these subjects is taken into consideration. Only an exceedingly small percentage of those who begin any one of these languages ever become able to read it with any degree of facility. We do not ignore the mental training and the other indirect benefits conferred by the study of languages, which are not our own, even though that study has not been carried to the point at which translation becomes easy. Few exercises in English composition are, or can be, so useful as those done by him who attempts to translate from another tongue into his own. The grammatical and logical training afforded by the parsing and analysis of sentences framed on principles, in part different from, and in part similar to, those of our own language, is of no mean value, whether we consider the knowledge thereby gained as to the structure of English, or the development of that capacity for seizing and appreciating distinctions which may be regarded as lying at the foundation of all knowledge. There is likewise a certain amount of historical knowledge incidentally picked up during the study of the languages of races whose civilization has greatly affected our own, which has its value in giving breadth of view and a greater or less insight into the origin of received opinions and existing institutions. Yet, admitting all this, the fact still remains that the aim with which languages were first studied, namely, to acquire the ability to use them freely, is an aim which is comparatively rarely attained, and that in consequence the culture which is the fruit of a knowledge of the literature of Greece, Rome, France or Germany, is placed within the reach of very few. We are not, however, of the opinion that our High Schools would be found, if compared with those of other new countries, deficient in the results of their language-teaching, perhaps, even if compared with those of old countries, the results would not appear markedly low, the time devoted to the subject being taken into account; but we are inclined to think that the methods of instruction generally employed may be modified with advantage, and that the present system of examinations in language, and the character of the questions asked may be advantageously changed. These changes should have for their general object an increase in the quantity read and translated, and a diminution in the time spent in acquiring a knowledge of facts which are not necessary for a clear understanding of the text. It is better that a candidate should learn by his reading that *turris, amussis*, etc., form their accusatives in *im*, than that he should commit to memory that long list of words before he has found these accusatives actually forming parts of sentences. In fine it seems better that a pupil should acquire a knowledge of the exceptions to the general rules in almost every case, and of some of the general rules themselves, rather in the process of translating and retranslating, than through learning by heart long lists in a grammar.

It is obvious that on this principle only those facts in Greek and Roman mythology and antiquities which bear directly on some passage in the authors read, should be learned in schools, and that the quantity of notes to be memorized might, to the great delight of the pupils in some schools, be much reduced. It may be here observed that it seems a pity that candidates for university honors in classics should be compelled, if they wish to stand high, in addition to acquiring a thorough acquaintance with the text of the selections prescribed, to wade through enormous quantities of notes, and to gain an immense amount of second-hand erudition, in order to be prepared to answer the questions which some examiners ask. The notes of the commentators read are often trivial and puerile; but even if they were all sensible and to the point, it appears to us that the valuable time and energy of the candidates would be better spent either in committing portions of works of high literary finish to memory, or in reading additional work.

What we have just written will make it evident that, if a change of the kind we have suggested is to be carried into effect, the impulse must come from above. A change must first take place in our university matriculation examinations. The character of

these examinations has in the past been greatly affected by the low state of the High Schools ; as, however, the High Schools have recently, by the unanimous testimony of all observers, grown much stronger, we venture to suggest that the questions set hereafter in Greek and Latin be framed with the view of encouraging the getting of a knowledge of antiquity, not from commentators but from the ancients themselves. In particular, we think it would be of advantage that the candidate's capacity for translating without the assistance of either " crib " or Teacher, a passage which he has never seen before, should be more accurately tested than it is at present. The only test now made use of is the translating without any aid of a selected and previously unread passage, which is placed on the examination paper, detached from its context. This fails of effect because it is too difficult for most candidates, and the examiners find that they cannot in consequence give it its proper share of marks. It is obvious that some candidates must fail to translate passages so selected, who would succeed, if they had the assistance of the context, and that some who would fail, even when assisted by the context, would succeed if they had a dictionary. Now this last class possess no mean degree of merit. A matriculant who can in a limited time, with the aid of a dictionary alone, make a fair translation of a previously unseen passage in a Greek or Latin author can do what a very large number of Canadian and English graduates cannot do. Yet, such a matriculant may under our present system of examination, fail to stand as high as a devourer of commentaries, who has not one-half of his real knowledge of the language. While we would not advocate the abandonment of the present test, we are of opinion that one more suited to the generality of candidates might be added with advantage.

VOCAL MUSIC AND DRAWING.

It is to be regretted, though taking the newness of the country into consideration, it cannot be made a matter of reproach, that so little has hitherto been done in our schools, to develop the æsthetic faculties ; but we have now reached such a stage of progress that the subject deserves full and careful consideration. Music is little taught in either the High or the Public Schools, and in many places where it is taught, the methods employed seem to tend rather to intensify than to correct the vocal defects of those who sing. The little attention paid to music in our schools, is to be attributed to a variety of causes. In the first place, the public mind has not become permeated with any strong conviction of the value of music as a cultivating and refining agent. In the next place, we are without men (at least they have not yet made themselves known) who combine musical knowledge with general culture, practical ability, and acquaintance with the needs and condition of the country in such proportions as to render them capable of devising workable measures for rendering the teaching of music general. Again, there are but few certificated teachers who are qualified to teach music, and these are not as a rule, encouraged to pay much attention to it. On the other hand, special teachers of singing, who, under the present regulations require no certificate, are frequently wretched disciplinarians, and incapable of writing or speaking the English language with propriety.

The teaching of Drawing is more general, but not much, if at all, better on the average than that of Music. In the greater number of schools, the sole aim in teaching this subject appears to be to develop ability for copying pictures from cards. Now this is an exercise of some value, but to make it the principal exercise is an absurdity. At any rate as practised in the schools, it leads, as a rule, to nothing. After practising it for years, the pupils seem to be quite unable to attempt to draw easy objects. For this subject also, the guidance of some one at once an artist, generally cultured, acquainted with the country, and practical, is needed. The Department may prescribe that Drawing shall be taught, but until we have a man of the character just sketched, placed in a position in which he can influence the framing of regulations, and inspire teachers with an enthusiasm for the subject, progress must be slow.

PHYSICAL TRAINING.

It is very important that young people, when engaged in acquiring an education of the mind, should take sufficient exercise to keep their bodies healthy. Indeed, it is desirable

that more should be done, that their bodies should receive such training as fully to develop the muscles and render the carriage and bearing erect, easy and graceful. It may readily be shown that the results of such physical training are of great value as regards character, for awkwardness or grace of movement has effects on the mind. It adds greatly to a man's self-possession on some occasions to know that his attitude is unexceptionable, and the consciousness of physical awkwardness is a serious disturber of mental action. In short, though it would perhaps be too much to assert that the mind and body always correspond in character, yet there can be no doubt that the relation between them is so intimate that to train the latter is often to some extent to train the former.

Fortunately the desire for exercise is very strong in the young. In general they use their muscles sufficiently to keep themselves in fair health ; but in some of our cities the Public School grounds are so small, and the opportunities which the children have of taking exercise are so limited, that it is to be feared that they do not become when they grow up as healthy as they should be. Some of these Public School pupils eventually reach the High Schools, where they find their defective physique a great drawback to their ambition. Again the young men and women engaged in the High Schools in preparing themselves for special pursuits are very prone to neglect their health. Apt to forget, as students always are, that more can be accomplished in six months or a year by paying a rational regard to hygienic rules, many of them are prevented through straitened circumstances from indulging even in those physical recreations for which they feel an inclination. The farmer's son, confident in the native strength of his constitution, grudges the fee and the time which the cricket club demands, and expends both on Hamblin Smith or Homer, inducing a dyspeptic or other injurious habit of body which lessens his mental power. The farmer's daughter, preparing to become a teacher, away from home, with no household duties to force her to take exercise, and spending the time not devoted to her studies in sewing, pursues a course of life far from favourable to health.

The school authorities in some places have recognized the necessity of making provision for the physical training of the pupils under their charge, and some High School Masters deserve praise for the encouragement they give to manly sports. In some places croquet sets and lawns have been provided for the use of the girls and young women, in some places the male pupils are taught gymnastics, or drill or both, and the female pupils calisthenics. But these cases are sporadic, and the conviction of the desirability of making provision for physical training in connexion with the Public Schools of cities, and all the High Schools, has not acquired the strength which it ought to have. Whether we consider the negative effects of making such provision in the prevention of ill health, or the positive effects in developing more useful and graceful bodies, in forming better-tempered, cooler, and more honourable characters, (which is certainly the tendency of manly sports properly directed, and probably is the tendency of all physical training) and in giving the capacity for endurance which is necessary for all sustained intellectual effort, we must admit that the subject is one of the first importance to a community which aims, as ours does, at a higher ideal of life. The men and women of a country are its most valuable products, and anything which can be done to increase the physical well-being and excellence of the next generation ought to be done.

THE INTERMEDIATE EXAMINATION.

The results of the Intermediate Examination have, up to the present time, been, on the whole, exceedingly advantageous. It has, of course, the defects incident to all written examinations, defects which it is the object of the other parts of the scheme for payment by results to remedy ; but it may fairly be claimed to have caused great improvement in the teaching, the staffs, the equipments, and the accommodations of the High Schools, and to have greatly increased the number of their advanced pupils: in a word, to have more than doubled their efficiency in two years. When we reflect that this improvement has taken place during, and in spite of, great commercial depression, when we learn that the number of successful candidates has exhibited a reasonable increase, and that the candidates for admission to the Universities and the various learned societies, are generally admitted to have quite recently not only increased in number, but improved in average

scholarship, and when we consider that the beneficial results of this improved state of things are continually being diffused throughout society by the Teachers and others who receive their training in the High Schools, it is obvious that the Intermediate Examination does not now stand in need of apologists or even defenders.

The objection brought against the intermediate examination that it fosters cramming is one which, if valid, involves in a common condemnation all written examinations for the purpose of classifying or in any way determining the standing or attainments of candidates. It has great weight with those whose minds are under the dominion, not of ideas, but of words. Cramming may be defined to mean filling the mind with knowledge which is not so thoroughly assimilated as to become a permanent possession. In this sense the Intermediate Examination has absolutely lessened cramming. The knowledge imparted now is far more thoroughly assimilated than that imparted before it was established. There is, of course, still much learned which is soon forgotten. But is it important that every fact memorized or line of reasoning employed in school, should be retained forever? Should not educators aim rather at training the mind than at making it a lumber room for the preservation of that which were better destroyed?

Another objection is that the intermediate examination causes the work of both pupils and masters to be done under too great a pressure. As through the diminution of the pecuniary value of Upper School pupils, and through the operation of other causes, the pressure is gradually lessening, this objection is by degrees losing any force it may once have had. It will, of course, always be the case that in consequence of differences of temperament, surroundings, etc., the pressure which in one case operates as a healthy stimulus, may in another be found unbearable; but it is impossible to provide in a system for special cases. We are not of opinion that the pressure of the intermediate examination is now generally found to be too severe.

It was at one time feared by many that the study of the ancient classics would be discouraged by the intermediate examination, seeing that by the programme prescribed for it either French, German, or the group embracing natural philosophy, book-keeping and chemistry could be substituted for Latin, and that Greek was practically relegated to the Upper School. We are pleased to be able to point to the statistics of the university matriculation examinations of this year (1878) as showing that these apprehensions have so far not been realized. The first intermediate examination having been held in 1876, the universities have just begun to feel the effects of the stimulus then given to secondary education. Not only has the number of matriculants greatly increased, but it is the general opinion that the knowledge of Greek and Latin displayed by them has on the whole been more satisfactory than ever before.

A table showing the progress or decline of each school in various respects and giving other information, for preparing which our acknowledgments are due to Mr. Secretary Marling, and the report of the sub-examiners on the intermediate examination held in July, 1878, are hereto appended.

We have the honour to be, Sir,
Your obedient servants,

J. A. McLELLAN,
J. M. BUCHAN,
S. ARTHUR MARLING.

To the Honourable Adam Crooks, LL.D.,
Minister of Education,
Toronto, Sept. 28, 1878.

NOTE.—Meteorological Grants are not included in this Table. * Report for last half returned (incomplete). † Closed for last half, 1876. ‡ Taken from Report of 1875. § School closed.
‡ These figures do not always represent the number for which the school may be credited, as pupils of a School are sometimes examined elsewhere; the column for *Inter-School Attendance* is a more accurate test.

ADDENDUM No. II.

THE INTERMEDIATE EXAMINATION, MIDSUMMER, 1878.

To the Inspectors of Collegiate Institutes and High Schools for Ontario.

Your Committee of Sub-examiners having completed their labours, beg to report as follows :—

The papers in the *Mathematical* group generally afforded evidence of careful training, the failures, which were numerous, being probably due, in chief, to the difficulty which Algebra and Geometry present to the ordinary youthful mind, but caused in many instances, no doubt, by the pupils not having been allowed time to become familiar with the work.

Of the three subjects comprised in this group, Arithmetic afforded the most satisfactory results, the work being generally well arranged, and showing an intelligent application of principles.

In Algebra, the papers varied very much, ranging from zero to the maximum. The faults most frequently observed were a vague use of the symbol of equality, an inattention to the negative sign before a fraction, and gross blunders in operations on surds.

In Geometry, the book-work was, on the whole, well done ; but there was almost a total failure in the solution of deductions.

The attention of the pupils should be drawn to the necessity of using throughout a proposition, letters corresponding with those of the diagram, inattention to this point frequently causing the Sub-examiners great trouble in discriminating between errors in reasoning and carelessness in the use of letters. The employment of numerals instead of letters is another source of loss of time to the Examiners ; and it would be well if the pupils, in their written examinations, were trained to use Roman capitals in the diagrams, and also to separate the statement, construction and demonstration by beginning each on a new line.

Many of the candidates do not yet appear to understand that mere results in Arithmetical and Algebraical questions are assigned no value.

The Spelling on the Dictation paper was in general good ; but much carelessness was in many instances shown in the penmanship which was scarcely legible. The corrections were often so smeared as to be almost undecipherable. Should any corrections be allowed ?

In other subjects, the spelling showed, on the whole, an improvement, but in many instances was very unsatisfactory.

Several candidates who might otherwise have earned high marks, *e. g.* in English Literature, were seriously reduced by gross errors in Orthography.

In English Composition, in which the candidates had more liberty in avoiding difficult words, the spelling was very respectable. In general the same remarks will apply to this subject as were made at the Christmas Examination.

In many of the papers a good deal of knowledge, skill and taste was displayed ; but the spelling was often illiterate, vulgar expressions too frequently occurred, and a want of training was evinced in the first and simplest elements of sentence building. Pupils who displayed no lack of skill in parsing and analysis, seemed unable to apply their knowledge synthetically in the construction of sentences. Your Committee would venture to suggest once more that English Composition should go forward hand in hand and *pari passu* with the study of English Grammar.

There seems to be some danger lest, under the present system, the end should be lost sight of in the means.

In English Grammar, the majority of the papers were very creditable. This is one of the subjects which seems most thoroughly taught. Failures were few ; but instances of high excellence were rare. In each School there seemed to be a certain standard point of excellence around which the marks of the pupils clustered, and which few either rose above or fell below.

The derivations, though including many guesses of ludicrous ingenuity, were remarkably good.

In some Schools too little attention had been paid in Analytical Exercises to the *kind* and *connection* of the clauses, which is the more to be regretted, as this is a branch of the subject which affords by far the greatest mental discipline. The Analysis, being in many instances thrown loosely upon the paper without tables, was troublesome to examine.

Three-fourths of the candidates obtained 20 per cent. on Parsing and Analysis alone ; but questions demanding thought were weakly handled, and the criticisms were almost invariably failures.

In English Literature, the papers showed in general a familiar knowledge of the poet's life and of the two poems prescribed—and in many instances much wealth and aptitude of quotation.

The Examination Paper was so constructed that although the most brilliant candidates rarely reached 75 or 80 per cent., and none rose above 90, yet nothing but gross ignorance of the subject and general stupidity combined could prevent any one from rising well above the minimum.

The first question was seldom attempted, involving general reading, which few naturally would possess. It was a perfectly fair question, and the only one presenting a formidable front.

In Geography, physical and political, the candidates manifested a good knowledge, and their familiarity with Canadian Geography, as evinced by their descriptions of the Railroad System of Ontario, was highly creditable.

In Mathematical Geography and Map Drawing, the results were very poor ; and the candidates' notions of the latitude and longitude of particular places were lamentably vague.

The general standard reached in History is much the same as at the Christmas Examination, not higher than 40 per cent.

The Manual Execution of the papers has been good, many of them being not only pleasantly legible, but neat in arrangement and style.

The Spelling has been generally excellent, except proper names, which have been almost invariably misspelled, *e. g.*, *Gibraltar*, *Phillip*, also *plebian* or *plebean*.

Questions admitting of one short definite answer were usually well dealt with, to the Examiner's comfort, while questions such as Nos. 1 and 3, demanding a power of generalizing, usually elicited a copious and unsatisfactory reply.

Question 7 was fully answered by very few candidates ; the text-book from which the extract was taken seems not to have been in general use.

The answers to the only question on Canadian History have shown great ignorance of the subject.

The Latin papers show an improvement.

In translating into English, keys had evidently been used, begetting a showy and shallow style of performance, which otherwise betrayed itself by ignominious failures in common concords in Latin Composition.

In French, the papers run through a wide range of values, more than half of them taking over 40 per cent. of the merits.

In some Schools almost all succeed, and in others almost all fail.

In German the papers were mostly either very good or very poor.

In both French and German Composition, students who show a fair theoretical knowledge of the subject, are found incapable of applying the simplest rules of Syntax.

In the Natural Philosophy group, the results were satisfactory.

In Chemistry it is pleasing to remark that the type of experiments adduced is greatly improved and shows a long stride in the practical knowledge of the subject.

In Book-Keeping we noticed with regret the prevalent misspelling of the most common technical terms, such as Balance, account and the like.

On the whole, considering the wide range of the subjects to be studied, the length and intricacy of many of the Examination papers, and the time allowed for answering them, it is evident that a vast amount of hard and faithful labour must have been expended both by pupils and Teachers.

There is one minor point to which we would desire to direct special attention. It is that in spite of the efforts of the presiding Examiners to secure uniformity in this matter, much valuable time is lost to the Sub-examiners by the careless or improper manner in which papers, often unpagcd, are laid together and folded and placed in the envelopes.

In conclusion we unanimously desire to acknowledge the valuable assistance so kindly and freely rendered to us by Dr McLellan and Mr. Tilley in superintending this Examination.

SEPTIMUS JONES, M. A.

J. BROWN, M. A.

JOHN A. PATTERSON, M. A.

A. H. REYNAR, M. A.

W. A. DONALD, M. A.

APPENDIX B.

EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS, RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE COUNTIES, &C., FOR THE YEAR, 1877.

COUNTY OF GLENGARRY.

Donald McDiarmid, Esq, M. D.—Yearly, a gratifying improvement is noticed in many of our Schools, notwithstanding the numerous hindrances to the progress of Education we have to contend with, the chief of which undoubtedly is, the limited supply of qualified teachers, a fair percentage of whom although holding certificates of qualification, have but a faint notion of a good method of discharging the duties of a Teacher. But on account of the difficulties now experienced in securing even the lowest grade of a Certificate, the preparation necessarily undergone before that is obtained, has elevated the status, so that now, those with little or no experience, are superior to the class that formerly taught the lower grade of our Schools, whose only previous training was that received in the Common Schools.

County Model Schools.—The establishment of these Schools furnishes the insight into the practical work of the school-room, which was needed to complete the qualification required in the licensing of Third-class Teachers. The want of some professional training, seriously affected the success of young Teachers, who although having attended the High Schools, for the preparation of passing the literary examination, were generally by no means competent to undertake the responsibility of successfully discharging the duties incumbent on them as instructors of the children committed to their care.

Judging from the success which almost invariably followed the teaching of those who had the practice afforded by the Provincial Model School, it is safe to assume that the Teachers, who have had the experience acquired at the County Model Schools, will be expected to have, at least, a moderate degree of success, as they enter into their work, with an intelligent idea of what is to be done.

The Council of these United Counties, with laudable liberality granted one hundred dollars to each of the Model Schools within their jurisdiction.

Teachers.—At the July examination, seventy-two Candidates presented themselves for Third-Class Certificates, of whom twenty-six were successful; of the latter fifteen who had experience in teaching received their certificates. The remainder after the expiration of the first session of the County Model School, on presenting a satisfactory report from the Headmaster and passing a further examination, were licensed by the Board.

The certificates of qualification, held by Teachers in charge of the Public and Separate Schools with their departments, at the expiration of the year, were the following:

First Class, Provincial	1
Second Class do	2
First Class, Old Board	11
Second Class, do	1
Third Class, New Board	53

Interim	11
Province of Quebec Diplomas	
valid for Separate Schools	4
Total.....	83

Of the eleven Interim Certificates, it is only just to remark, that the greater number were granted to Teachers who possessed expired New County Third, Old County First, and certificates from the McGill Normal School.

On account of the number of young men, at present pursuing their studies with the intention of becoming Teachers, and the prospect of being liberally remunerated for their services, I anticipate an increase of male Teachers, as only seventeen out of the eighty-three, belonged to this class. Owing to the greatest percentage being females, it is not surprising to learn that the average time in the profession was a little over five years. Numbers of the latter, for obvious reasons, give up teaching, but their places are immediately supplied by young persons of the same sex ; but for reasons already stated, these, as a rule, are superior to their predecessors, so that now, it is not unusual to find that the Teachers are both energetic and thorough, and owing to a previous preparation of the lessons, able to discard the text-books during recitations. It is seldom that such Teachers are found with slim classes, in fact, I believe that the only effectual means of abating the standing evil of irregular attendance, is in the hands of the conscientious Teacher. If he shows that he is thorough in his work, devoting all the time allowed for recitation to the best advantage, visiting parents and enlisting their sympathies, allotting a judicious amount of lessons previously gone over (if required), for home work, placing the subjects in an attractive manner before his pupils and securing their confidence, so that they may regard him as a benefactor, instead of—as is frequently the case—a person to be despised and hated ; he will seldom have to deplore his want of success due to the irregularity interfering with his classification ; besides he will always command a fair remuneration for services and escape criticisms which are often unjust, and have been the cause of compelling good Teachers to leave the profession.

High School Entrance Examinations.—In taking a retrospective view of the various measures adopted by the Education Department for perfecting our system of Public School Education, none will be found to demonstrate so well the character of the work done, as the Examination for admission to the High Schools and Collegiate Institutes. Before the introduction of these, and even where County or Township competitive Examinations were held, there was no reliable criterion by which the results of the teaching in the different Schools could be judged or compared. Superficial teachers remaining but a few months in charge of a School easily deceived parents, by the display made at the Examination held at the close of the school term, and thus secured a cheap passport to other Schools, where indifferent teaching was not so easily detected. But now, the test of a teacher's success, in a measure, lies in the number of his pupils who pass at the Examination, as it is well understood, that in order to be successful, the training must be intellectual. The printed questions used at these Examinations have done much to advance the cause of sound Elementary Education.

In my report to the Council of the United Counties in October, I recommended that a liberal grant of money should be made by the County Council or that of the local municipalities, to be expended in the purchase of valuable prize-books which would be awarded to pupils securing certificates qualifying them for admission to the High Schools. As the Examiners are free from local influences, they are above the suspicion which exists when prizes are distributed to the pupils of one School, the teacher being generally blamed, as on him rests the onus as to whom the recipients will be.

Teachers' Associations.—The meeting of our Association, held on the 21st and 22nd of December, was well-attended by the teachers of the county. Papers on different subjects belonging to the daily work of the school-room were read and discussed, and methods of teaching practically illustrated. The semi-annual gathering of teachers, for the interchange of opinions, and the hearing of lectures on topics pertaining to their occupation, will, while tending to remedy many defects, unite them into a profession having the privileges and influence which its importance demands. New life will be instilled into these Associations since they have received official recognition, as the chief obstacle to the presence of members was the reluctance of trustees to permit them to close their schools in order to attend.

Salaries.—The salaries paid are not sufficiently liberal to attract better qualified teachers from other parts. Of the seventeen male teachers employed, their salaries were in order, \$600, \$454, \$450, \$400, \$333, \$315, \$300 down to \$200, or an average of \$315. The highest received by a female was \$400, and the average \$197. I am confident that, in a few years, an increase of salaries may be expected, as trustees and ratepayers will cheerfully pay a liberal salary to a Teacher giving good satisfaction. Even small as the salaries are, Teachers are better paid in this county, than in others where these are somewhat higher, on account of board being only from \$4 to \$8 per month.

Pupils.—The number of pupils of all ages enrolled during the year was 5,247. Of these 4,960 were between the ages of 5 and 16. Those between the ages of 7 and 12 attending less than four months, were 724, and of the same age (7 to 12) who attended no school, or were otherwise not educated, the number was 244. The cause of the non-attendance of the latter class is the apathy of the parents who, generally uneducated and indigent, in order to improve their circumstances, are continually moving from one part of the country to another.

Subjects of Study—Reading.—During my official visits, I found that from different causes, there were degrees of excellence or the reverse in the various Schools. An improvement is marked in reading in all the classes. Besides reading with expression, questions suggested by the lessons were generally answered correctly, but instances are frequently met with in which the limited knowledge possessed by the Teachers of the subjects of the advanced readers prevents them from giving the information demanded.

Writing and Spelling.—The general use of slate-exercises in spelling, in connection with the usual means, has produced satisfactory results.

Arithmetic.—Owing to the frequent failures at the Entrance and Teachers' Examination in Arithmetic, more attention is now paid to the mental and analytical methods by which an intellectual knowledge of the subject is acquired.

Grammar.—Progress in not a few Schools is very unsatisfactory. Pupils being compelled to commit to memory pages of the text-book without having an intelligent idea as to their application.

Geography.—Well taught, thanks to the excellent maps supplied by the Education Department, while a slavish adherence to the "Geographies" is not so much noticed as formerly.

History.—Frequently not treated philosophically, pupils can readily give the dates of noted events and important incidents, but can rarely tell what were the immediate or remote effects of these on the history of the people.

School-houses.—With the few exceptions of the wretched structures which have done duty for years, comfortable school-houses, fairly furnished, are provided. It is likely that, during the present year (1878), all sections will be supplied with passably good buildings.

Out-door Premises have not, in numerous instances, received that attention demanded by the regulations, but the necessary improvements are promised by the trustees.

Trustees' Returns.—The incorrect Reports of many sections necessitate their being returned for correction. Trustees, from inexperience, find a difficulty in filling up their Returns, and as the office of trustee is usually regarded as a thankless one, very few retiring trustees seek re-election, and are thus prevented from obtaining the experience which a lengthened term of service would give. In the Financial Report the absence of any allowance for fuel by some sections is accounted for by an agreement voluntarily entered upon at the Annual Meeting, by which all rate-payers sending children to the School supply the firewood, for which no deduction is made from their rates.

COUNTY OF RUSSELL.

Rev. Thomas Garrett, B. A.—The cause of Education in this Inspectorate is marked by slow but sure progression, though a few sections, about eight in all, form a partial exception to the general rule.

School Accommodation, according to my estimate, has increased at the rate of one hundred per cent. for the six years ending June '77; yet, in consequence of the rapid increase of School population in a few sections, the new or enlarged School-house provided three or four years ago, is now quite inadequate to the accommodation of all children of school age in the section. Then, owing to the stringency of the money market, and grievous failure of

crops in these townships last summer owing to drought and hail storm, the prosecution of the work of school building, threatened to be seriously retarded or checked during the current year. In a very few instances Trustees yield to local pressure and opposition to progress, arising from injudicious, parsimonious economy; or the egregious fallacy that nothing is so burdensome and oppressive as paying for a new School-house. Frequently the strongest argument urged against the new School-house is, that the present log structure, of dimensions eighteen feet square and seven feet between floor and garret, cannot be sacrificed for the preservation of the fire wood, nor subjected to the indignity of being converted into a woodshed or something inferior. I sincerely trust this is the last special report in which I shall feel obliged to allude to one of these unsightly structures. I have condemned them; and will henceforth withhold payment of Government aid, till I am satisfied that efforts are being made for the removal of the "Nuisance to Society."

Teachers and Certificates classified according to the grade of the certificates; seven of the Second-class Pr.; two A's, four B's; one old Co. Board; thirty-five of the Third class—six obtained at Model School, twenty Special Certificates.

During the second half of 1877, three Schools, one purely English and two French, were held by individuals who had no certificate valid for this Inspectorate, thereby incurring the loss of municipal aid to the School and consequent loss to ratepayers who seem to have been blind to the result.

Our Second-class male Teachers are doing good service to the public of this Inspectorate by training candidates for the profession, and promoting the interests of education by vigorous and intelligent support of the Teachers' Association.

A large proportion of the Third-class certificates are the result of training under Second-class. After three months' experience of the efficiency of those holding Model School Certificates, I am prepared to vouch for their success, feeling confident after examination of the Schools under their charge, that the life, energy and tact which they have imparted will be duly appreciated by an intelligent public as being an incalculable gain on the past novitiate.

Of the twenty Special Certificates a very large proportion are held by persons of some experience, principally French from Quebec Province. Our French-speaking population manifest a commendable readiness in providing adequate school accommodation; but failing any appreciable advance in the education of their children, they begin to complain and justly so, of unprofitable expenditure. I exert every available effort to encourage these Special Classed Teachers, especially those who speak French and English, to study our text books or attend our better schools and thereby strive for "the Mark;" but it is only too evident, from their inability in presence of their classes in the School under charge, that they have never had a taste of fundamental training. Apart from *book in hand* they have no power, and hence are not up to the mark in any sense, and as a consequence fail to pass the examination prescribed for Third-class, and eventually leave the Province for the introduction of fresh material of the same type.

The problem of how to secure a liberal education for this class, cannot be easily solved under the present arrangement of *School Sections*.

Small, weak, isolated Sections, too poor to pay, and Trustees incompetent to select a suitable Teacher are, generally speaking, labouring at great disadvantage. Sectional boundaries forming the suburbs, so to speak, of large central Sections, are kept in the back ground by force of political influence, and because of inability to affect the boast of our Municipal Institutions, the voice, and vote, and will of the majority.

We cannot hope to obviate these difficulties and consequent grievances before public sympathy and intelligence have been secured in favour of Township Boards of Trustees. Then only can we have complete equality of taxation for Schools or for other purposes: then a power could be had for the education of Candidates for the profession, which would have a direct influence in securing the better Teacher for smaller wages, or at least with much gain to the community at large.

Hoping to be largely concerned in the construction of a few School-houses of first rate style, I trust also before the close of 1878 to see some real advance towards the formation of a Special Board of Trustees, that we may be thereby in a position to cope with the advancement of the age we live in.

COUNTY OF LEEDS—No. 1.

W. R. Bigg, Esq.—A gradual but sure improvement is taking place in the Schools of Division No. 1. of Leeds, but it may be doubted whether much more material progress can be effected, so long as nearly all the Schools are in charge of Third-class Teachers, there not being a single First-class Certificate in the Division, and but five of the second grade.

Hitherto I have earnestly advised Teachers to qualify themselves for higher Certificates and many have adopted my advice and been successful, but the subsequent results have been very discouraging, inasmuch that after the coveted Provincial Certificates had been obtained I invariably found, to my deep regret, it cost me the loss of those successful Teachers' services, as the better remuneration and inducements offered in the West were sufficient to attract them away from Leeds.

There never will be any remedy for this state of things until Township Boards supersede the present inefficient sectional system. Then, and not till then, will higher qualified Teachers be employed and retained, while other necessary improvements, which it now takes a decade to accomplish, would be effected at once.

Undoubtedly our Local Boards are paying sufficiently high for the material employed, the average salaries of Third-class female Teachers being about \$260, while a few receive as high as \$340 per annum; two or three Third-class male Teachers are paid \$400 a year each, and one section *was* actually paying \$500 salary for the same grade of Certificate, while for the Second-class male Teachers, two are getting \$400 annually, one is the recipient of \$500, and another as high as \$600.

Thus it appears that the Sectional Boards discriminate but little between First, Second, and Third-class Certificates.

I am of opinion that Inspectors should be empowered to grade the Schools, and, where necessary, render the engagement of the First or Second-class Teachers obligatory on the part of Trustees, and would recommend to your favourable consideration the propriety of supplementing local effort by Government aid, in the shape of a bonus of \$50 per annum to each Section employing a Second-class Teacher, and \$100 for every First-class Teacher engaged. Some such inducements might develop a desire to procure a higher class of Teachers, so sadly needed in the East.

The Teacher makes the School, and the Teacher *alone*. Programmes, Examinations and Text-Books may be valuable auxiliaries, but these are mere cyphers in comparison with the live Teacher. It has greatly surprised me that, while every Departmental officer must be well aware of this truism, no attempt has been made to create a demand for more skilled labour. The great desideratum is, not the manufacture of Second-class Certificates by lowering the standard of qualification, but to create a demand for them in the market,—the supply will follow the demand and be governed by it.

The transfer to the Central Committee of the power of granting Second-class Certificates will undoubtedly give greater *uniformity of value* to those hereafter obtained, whatever may be their *intrinsic worth*. I am persuaded, however, that more general satisfaction would be given, if some check or supervision were retained by the various Local Boards of Examiners, as the Central Committee is *not infallible*.

The system adopted at the H. S. Entrance Examination, has always commended itself to my mind, as the best adapted, both for the Intermediate Examination and for Second-class Certificates. That is, let the Local Boards examine the papers, and duly report thereon to the Central Committee, who shall finally supervise and recommend Certificates to those approved. It is impossible for half-a-dozen men to examine *all* the Intermediate and second-class answers for the Province, within a few weeks, and do justice to all parties concerned. Hence the employment of a brigade of sub-examiners (chiefly unknown to the profession and not likely to inspire much confidence) has been necessitated.

The comparatively small number of Second class Certificates, hitherto granted by the Local Boards, is a proof of the great care that has generally been exercised by them, and that the percentage required for pass-work has been rigidly exacted. Any sudden increase in the number of Second-class Certificates will therefore indicate that Third-class Teachers have in a surprisingly short space of time rapidly rectified all deficiencies or that the fifty per cent. standard has been liberally discounted.

Third-Class Certificates.—As it is well that Second-class Certificates are now uniformly

decided, so it will prove advantageous when third-class answers are checked, and the regulations respecting the conducting the Examinations are *strictly enforced*, and none allowed to enter the rooms where the Examinations are being held, other than the candidates and the Examiners.

It may be taken for granted, as a general rule, that where a greater percentage of third-class candidates than forty is passed, either some laxity prevails, or an extremely liberal valuation is assigned to the answers.

The remedy I would suggest, to prevent this adulteration, would be the employment of a few competent undergraduates (struggling to complete their University course, and to whom the remuneration would prove very acceptable), to check the returns of the Local Boards. I am aware that objection will be made on the ground of expense, and the amount of time required to check the returns of all the Local Boards, but it should be borne in mind that it would not be necessary to scrutinize all the papers, but only those of the candidates who were returned with but *few surplus marks*, and this might be accomplished by two or three examiners in a few weeks. For the weakness of Local Boards consists in adding on marks to pass candidates who have really failed, and giving *fancy values* to imperfect and incorrect answers.

School Sites and Accommodation.—I have served fresh notices on those Sections (since receiving your instructions) that have hitherto failed to comply with the regulations concerning enclosed School sites, but regret to state that thirty-five sections in my division seem apathetic in regard to affording the children sufficiently roomy play-grounds, and evince a decided preference for the Queen's highway.

There remain but two Schools without maps, and in both instances the excuse is, that "they will be purchased as soon as they have built a new School-house," one of which is in course of erection, and the other in contemplation.

During the year I delivered five public lectures in the different Townships of my Inspectorate, taking for my theme the "advantages of Township Boards over the Sectional System." I have reason to believe that a majority of the Sections are in favour of the proposed change, but it will be some time ere the people are sufficiently educated to ensure the needful two-third majority.

With regard to the requirements for School accommodation, as contained in the Acts of 1871 and 1874, I have been steadily urging compliance with the law, both orally, and by written as well as printed notices to each section, using all the "moral suasion" at my command, until my own morals have been severely strained, and after six years assiduous coaxing, exhorting and entreating, the fruits are exhibited in the following detailed statement of the 80 schools under my jurisdiction, as Inspector, Division No. 1 Leeds.

DETAILED STATISTICS.

	Number of Sch ools.	Half acre site, or more enclosed.	Half acre site or more not enclosed, but fenced on three sides.	Quarter acre site enclosed.	No effort made to comply with the law as regards school sites.	With necessary out-buildings.	Without necessary out-buildings.	Furnished with maps.	Destitute of maps.	Number of bad school houses yet in existence.	Number with unsuitable or insufficient seats, desks or rooms.
Lansdowne and Leeds Rear ...	14	8	2	0	4	6	8	13	0	2	5
Lansdowne and Leeds, Front..	18	7	4	1	6	16	2	18	0	0	1
Gananoque.....	2	2	0	0	0	2	0	2	0	0	1
Elizabethtown	28	6	2	0	20	23	5	27	1	4	5
Yonge, Front.....	9	2	5	0	2	8	1	9	0	1	1
Escott, Front.....	9	1	4	1	3	7	2	8	1	2	3
Totals.....	80	26	17	2	35	62	18	77	2	9	16

Inspector's Detailed Report.—The new form of "Inspector's Detailed Report" on each of the Schools under his jurisdiction is an improvement on the old one, but is defective in one important particular, inasmuch as provision should have been made for marking the attendance and position of each class at each of the semi-annual inspections. The Inspector cannot decide whether any given class has progressed since his first half-yearly visit, for the simple reason that in most instances none of the pupils are in the class on the second visit that were there on the former occasion. Some have left school for the season, and the rest have been promoted, hence though it is the same class, it is a different set of pupils that he is examining. Perhaps it would be advisable to have another column in which could be entered the number promoted in each class, since last inspection.

Town and City Inspectors either promote the pupils from one class to another, or are consulted on the matter, but beyond general advice given to each rural teacher by the Inspector, the work of promotion is left almost exclusively to the Master of the School, hence the Inspector can only mark the position in which he finds each class, in each subject, at the time of his visit, while at the same time, of course, he has a clear conception of the general progress of the School on the whole.

Model Schools.—The establishment of Model Schools for the training of Third-class Teachers will likely prove a success. Experience will show how to improve them and point out the defects to be remedied. It must be self-evident that a trained Teacher, be he ever so imperfectly trained, will be superior (*"ceteris paribus"*) to the untrained.

Model Schools, however, should only be in charge of first-class experienced Teachers; no Second-class Teacher can possibly be fit for the position.

There should be but one Model School for a group of counties, and it should be kept open the year round. The Government aid should not be less than \$500 per School, and the group of Counties attached to it should contribute a like sum.

There should be three sessions in the year of thirteen weeks each; at present the sessions are ridiculously short.

Unless greater assistance be rendered pecuniarily, Boards of Trustees will not be willing to continue to tax their constituents for the more immediate benefit of others. One hundred dollars per annum is not a sufficient inducement. The thorough inspection of Model Schools and Teachers' Associations in a regular and uniform manner will also prove advantageous and be a "*sine qua non*."

Brockville Town Schools.—During the past year Brockville has again shewn itself equal to the occasion by erecting another Ward School in the eastern portion of the Town, at an expense, including cost of site and fitting up the School-house with modern furniture and accommodations, of \$10,000. The new School-house is handsome in architectural design and is, perhaps, unexcelled by any ward school house in Ontario, and affords accommodation for 240 pupils. The four rooms are very lofty from floor to ceiling, being upwards of twenty feet in the clear. They are separated by glass partitions, and a central passage or hall running directly through the building. Separate play grounds and yards, attached, are provided for the boys and girls, whose comfort has been well looked after by the enterprising and energetic Board of Trustees.

The dissolution of the union between the High and Public Schools of Brockville at the close of 1876 has already produced marked and beneficial results. The attendance at both schools has increased, in fact, that of the High School has nearly doubled, to the extreme mortification of some alarmists, whose acquaintance with the details of our educational system is commensurate with their attainments.

The improvement in the staff of Teachers, particularly in the 4th and 5th of the Central School and the re-establishment of the 6th form, warrant me in anticipating the most favourable effects, which I trust I shall be able to report next year accordingly.

Brockville High School.—I am also happy to state that Dr. McLellan, during his late visit, expressed himself as much pleased with the advanced status of the High School, which under the able management of Dr. Law and his talented assistant, Mr. Mitchell, is likely to be restored to the pristine vigour it exhibited of yore, in the days of "auld lang syne," when as many as from sixty to seventy pupils attended the old District Grammar School, some of them coming from Toronto and the West, many of whom subsequently distinguished themselves, as the Hon. John Ross, *et al.*

About that time an axe-maker from the United States, a good mechanic, and a highly respectable man, settled in the town, and being desirous of giving his three sons a liberal education, sent them to the Grammar School. This proceeding aroused the class antipathies of the "Hellenes," who endeavoured to prevent the plebeians from attending the Grammar School, and thereby to deprive them of the inestimable advantages of refined and aristocratic society.

The attempt failed—to-day the eldest of those three boys is Chief Justice of Ontario, and was recently sworn in at Ottawa as Administrator of the Dominion, during the absence of Earl Dufferin on his *Pacific* tour; the second son is Lieutenant-Governor of British Columbia; while the third is a Q. C., and has been a minister of the Crown, having had charge of the Crown Lands Department; while the "Aristos" aforesaid, the "Hellenes," are at the lowest rung of the ladder, and in impoverished circumstances.

R. C. Separate School.—This, I believe, is the only School in Ontario whose Board of Trustees has appointed a Public School Inspector. As Inspector of the Separate School, I certainly duly esteem the honour conferred on me, and only regret that it is not more remunerative. I have duly reported the statistics of this School since my appointment, in 1871, having yearly made two semi-annual visits of two days each, duly examining each class according to the programme prescribed for the Public Schools.

The Board employs three Teachers, and the School attendance averages in excess of 200 daily. I have much pleasure in chronicling an important improvement effected, during the summer vacation, in this School, by partitioning the one large room (the old Catholic Church) into three separate compartments, and fitting up the same with suitable desks and seats of the most approved modern construction, which have been substituted for the time-honoured and well-worn benches and forms that, if not "quite destroyed," were at least

"Well mangled, hack'd, and hew'd."

Every disposition is shown on the part of the Board of Trustees, whose efforts are so ably seconded by the Rev. Father McCarthy, to keep pace with the times, and should an additional Teacher be engaged, but little room will be left for fault finding.

Gananoque Public Schools.—I have nothing to remark on the state of the Schools of this enterprising village, beyond the fact that its inhabitants are so exclusively occupied in commercial and manufacturing pursuits, that sufficient interest is not displayed in the cause of education. Hence I can only reiterate that before the Schools can be placed in good condition, better material must be procured for the upper class.

Gananoque does not employ a single First-class Certificated Teacher in the People's College, and still more surprising, only engages one of the second grade.

Seven Teachers are employed, with an average attendance of about 350 pupils. There is neither 6th nor 5th Form, the H. S. having absorbed both, yet from the 4th Form, eight scholars passed the H. S. entrance examination last June.

There is a handsome School-house at the west end of the village, but internally spoiled, through having the rooms too large. In one of these, two Teachers are employed with four classes; nevertheless, the pupils, under this disadvantageous arrangement, progress better than might be surmised.

COUNTY OF LEEDS—No. 2.

Robert Kinney, Esquire.—This year will compare, not unfavourably, in point of general progress and material improvement with any of its predecessors. The obstacles that stood in the way of carrying out the School law and regulations have not proved to be insuperable barriers, but on the contrary they have either been surmounted or removed by the energy of trustee corporations, aided by the liberality of the ratepayers. Suitable School buildings fairly equipped are now the rule and not the exception.

Attendance.—The following table shows a very marked improvement in this particular. The number of pupils attending less than 50 days is materially diminished, while the number attending from 150 days till the end of the year is as materially increased.

	In 1875.	In 1876.	In 1877.
Number of pupils attending less than 20 days	415	401	328
“ “ 20 to 50 “	849	828	675
“ “ 50 “ 100 “	1,051	986	873
“ “ 100 “ 150 “	833	970	853
“ “ 150 “ 200 “	560	724	742
“ “ over 200 “	110	110	233

In 1874, the average attendance was 38 per cent. of the pupils enrolled ; in 1875 it was 40 per cent. ; in 1876, 41 per cent., and in 1877, 45 per cent.

Teachers' Salaries.—Amount paid in

		Highest Salaries.
1874	\$14,385.00	\$450
1875	16,259.31	500
1876	15,774.46	500
1877	16,359.51	650

Model Schools.—The amended School Act of 1877 provides facilities for both the literary and the professional training of Teachers, and renders our School system a model of completeness. Teaching is now fully recognised as an art requiring an apprenticeship, and the amateur who takes it up unconscious of its difficulties betrays his unfitness for the task. The Teacher should possess not only a competent knowledge of the subjects to be taught, but an aptness to teach, which can be acquired by those only who make teaching a study and an occupation. The weak point in connection with the Model Schools is the financial basis on which they are established. They should receive a minimum grant of \$400 each.

Teachers' Association.—This organization possesses considerable vitality. During the past year \$110 worth of books was added to the library, which will be largely increased during the present year.

COUNTY OF LANARK.

H. L. Slack, M. A.—Including the various departments of incorporated village Schools, and the Roman Catholic Separate Schools, there were in operation during the past year no less than 149 Schools, 121 of which were in rural School Sections. In addition to these are the Public and Separate Schools in the Town of Perth, which is separate from the County :—Public Schools, *Seven* Departments, and Roman Catholic Separate School, *two* Departments—making in all a total of 158 Schools and Departments. The total value of assessment, exclusive of the Town of Perth, was about \$7,000,000. The total amount of *Receipts* made up from “Legislative and Municipal Grants,” “Trustees' School Tax on property,” “Clergy Reserve Funds and other sources” was \$48,343.40—and the total expenditure, \$43,726.27, consisting of the following items, viz.:—Teachers' salaries, \$34,226.20 ; School sites and erection of Buildings, \$3,132.10 ; Libraries, Maps, Apparatus and Prize Books, exclusive of Legislative Grant, \$411.07, Rent, repairs and other incidental expenses, \$5,956.90. The estimated value of School property is set down at \$114,593.00. It will be observed that the amount of money expended in the purchasing of sites and erections of School-houses is much smaller than in any of the last few years owing to our comparatively satisfactory state in this respect. The ratepayers of this County have, with a consideration and liberality worthy of the cause, nobly responded to the calls made upon them for increased accommodation, until there is little left to be done in complying with the law in this very important particular. I have, however, to report what I have found it necessary to do in previous years, a defect that is yet too apparent in a large portion of our country Sections, viz.:—Poorly enclosed and badly arranged School grounds and premises. While the public have readily complied with the letter of the law in furnishing adequate accommodation, both as regards buildings and play-grounds, there has not been generally sufficient taste manifested in making either the one or the other convenient and attractive ; nor is there often the proper care taken of that property which has involved a large expenditure of money, and laid a heavy burden upon the people. Either the grounds are not properly enclosed, or not enclosed at all ; the proper out-buildings are not erected, the School-room itself is not properly looked after. The custom, which I find to be very prevalent, of allowing the School-house to be used for other than School purposes, has led not only to a considerable amount of ill-feeling in many instances,

but to the destruction or damage of the building and furniture, to a greater or less extent in all. I have seen the building which has been a few months only in use, with desks and seats defaced and broken, plaster damaged, panes of glass broken, and other signs which have followed the "Singing School," "Lodge-night," or some such gathering. In few cases, if in any, does the damage appear to be made good by the parties who should be held responsible for it; and the result is an extra tax levied upon the whole Section, which should, in reality, fall upon the shoulders of a few individuals. In the care of the School-house, not a little can be accomplished by the orderly and tasteful Teacher, who will, as a rule, beget similar habits in both pupils and Trustees, and remove the evils which I here notice. Whatever plan is adopted, something, in my opinion, must be done to protect School property more than we too often find it protected at the present.

Libraries.—The small amount of \$411.07, under the head of *Libraries*, Maps, Apparatus, Prize Books, &c., calls for a remark. *Maps* are well supplied, *Apparatus*, there is little or none; or where it has been furnished, it has been allowed to wear out without use. *Prize Books* are the exception and not the rule, and *Libraries* are rarely to be found. With all the advantages afforded the public by the Legislature in its liberal grant of *one hundred per cent.* added to all amounts remitted by Municipal and Trustee Corporations, it is a matter of surprise that the supply of these important *addenda* to School efficiency and the education of the public has not met with a more liberal response. The giving of prizes is on the increase, but the "Section Library" is rarely to be found. There have been some commendable instances of late, where, by the means of public entertainments, aided by voluntary subscriptions, the nucleus of a Library has been formed, and it is hoped that ere long we may be able to boast more of our School Libraries than we can at present. The number of Libraries reported for the year was 28, number of volumes 3,503, of which 335 only appear to have been taken out. Now when we consider that we have over 8,000 children of School age in our County, and add to this the fact of the paucity of good available reading matter in most country Sections, we must admit that here at least reform is loudly called for. And let me add in this connection, that one means which will undoubtedly tend to the more general diffusion of good books is the creation of a *taste* for reading, which may be, but too often is not, attended to in our Public Schools. Once create the taste, excite the desire in this direction, and the means to satisfy it will likely follow.

Teachers.—The total amount paid "Teachers' Salaries" for the year was \$34,226.00, or an average of \$230.00, viz.:—average Male, \$300.00; Female, 175.00. Highest salary Male, \$600; Female, 400, only *one* of each of these figures. For the Province, for County Teachers, average Male, \$367.00; Female, \$240.00. This it will be understood includes incorporated villages. Throwing these out of the consideration, considerably reduces the average salary of male Teachers. The raising of the standard of qualification has had the effect of increasing the salaries of Teachers generally, though during the past year or two the large influx of beginners in the profession has materially affected its money-value. In many cases this shoal of cheap Teachers has not had a beneficial effect upon our Schools, as when the one with years of experience, marked with success is supplanted by the one who offers his services for half the money, and whom Trustees are often too ready to engage rather than to recognize proved ability by a reasonable equivalent in dollars and cents. True it is that every profession must have a beginning; and in this connection it is a matter of satisfaction to observe that the Legislature has added to the other facilities afforded Teachers for acquiring a suitable training the "Normal and Model Schools," and "Teachers' Association," which, it is confidently expected, will secure to the country a class of well-trained men and women prepared to enter upon their important mission properly equipped, not only with the necessary fund of knowledge but with that professional ability which gives them the power to use it. The good effects of County "Model Schools" are already to be seen. Our "Teachers' Association" organized in 1872, is about to be reorganized in accordance with the recent regulations of the Department, and with the additional incentive of the Legislative and County Grant, will no doubt prove, as it has done in past years, a valuable aid to the inexperienced and enquiring Teacher.

Under the head of "Classification of Teachers," as to Certificate, we have the following for the year, viz.:—"1st Provincial" none; "2nd Provincial" 8; 1st, "Old County Board" 11; 3rd, "New County Board" 118; "Licenses," chiefly as Assistants 12. We expect a large addition to our number of "Provincial" Certificates next year.

School Population, Attendance, and Classification of Pupils.—There were reported 8,424 pupils, between 5 and 16 years of age resident in the county, of whom 8,193 were entered on the School Registers during the year, leaving a balance of 231 not accounted for at all; and no less than 273 rendered themselves amenable to the law in not having attended for at least 4 months in the year (or 80 days) between the ages of 7 and 12 years inclusive. These figures summarized from the "Trustees' Annual Reports," exhibit as will be observed a discrepancy, to be accounted for from the fact that accurate information is not generally obtained by Trustees, by means of their annual census, which is required by law. This "Census" should embrace the names, ages and residence of all the children of School age in the Section, distinguishing those between the ages of 7 and 12 years, who have not attended any School, or been otherwise educated for 4 months of the year, and it is recommended that it be taken in the month of July or August in each year, in order that delinquent parents may be warned in time, if they have neglected to discharge their duties in the matter of the education of their children. To return to figures, taking the number 231 (which I feel satisfied is under, rather than over, the total of out and out absentees), and to add to this 719, who are returned as attending for less than 20 days in the whole year, we have a total of 950, or about 11 per cent. who do not receive any benefit from our Public Schools. Truly this represents a state of affairs which calls for united and determined effort on the part of all officials until this darkest spot on our educational page is effaced.

The average attendance for the year was 3,960, or 48 per cent. of the number entered on the Registers. The number receiving the full benefit of our Public School system was 624, or about $7\frac{1}{2}$ per cent.

Township Boards.—I regret to say that we have not yet had a trial of the "Township Board" system in any of our municipalities in this County. Whereas centralization seems to be the order of the day, and the guarantee for success in all matters in the departments of science and arts, politics and religion, it does not seem to be admissible, or at least admitted in the matter of "Township Boards," in lieu of the present "Sectional System." Anyone who has had the experience of a County Inspector of Public Schools, would, I feel satisfied, freely admit that one Central Board of Trustees in each Township, invested with the power of determining the amount of School accommodation required for each Township; the abolition, to a great extent, of Union Schools Sections; the grading of the Schools; the engagement of the Teachers and fixing their salaries; the supervision of all Schools Returns, &c., &c.; and in fact of exercising and enjoying all the powers, duties and obligations of the present Trustees of Rural School Sections—would both simplify and improve the administration of our Schools. We hope to see one or more of our Townships in this County take the initiative in this matter.

Change of Teachers.—No influence is more persistently at work to impede the progress of our Schools than the constant change of Teachers. This evil is traceable in some instances to a disposition on the part of Trustees to employ the services of the cheapest Teacher in the market, without any regard being paid to acknowledged ability and successful experience; and in others to a desire for change on the part of Teachers themselves. Be this as it may, it is beyond a doubt that in the annual, and sometimes more frequent, change of Teachers, our Schools suffer no small amount of injury; and especially so when, as is often the case, the change is made from the Teacher of experience, to the novice in the art, who at the best is taken on as an experiment. One Teacher only in Rural Sections has kept his post, without a change, since 1871—the period of the inauguration of the present system—and a visit to his School will furnish all the evidence required in favour of retaining in a Section the Teacher of proved teaching ability. Not more than a dozen have been in the same Section for three consecutive years.

Organization.—Under this very important head, I am happy to be able to report progress. In respect to the interior arrangement of our School-rooms, the classification of pupils, time-tables and class registration we are advancing, yet slowly. One of the defects I may notice here—in fact I may say the chief one—is the want, with many of our Teachers, of a regular, well-defined system of recording the attainments and proficiency of each pupil; his promotion from one class to another—his school history in fact from the time he enters the School until he leaves it. The "General Register" issued some time ago by the Department, was calculated to record this to a certain extent, but so far as my experience went it proved inadequate. I would not recommend a uniform system of any kind, but leave the matter in

the hands of the Teacher subject to the approval of the Inspector, to adopt some method which according to his (or her) idea, is found to be most suitable to the circumstances of the School. It will also be found advantageous to change this system of marking, &c., &c., from time to time in order to excite flagging interest, and give an additional stimulus to competition.

Quarterly Examinations.—These examinations, which are expected to be held in all our Schools, are more prevalent than they used to be, but by no means general, and where strictly held, do not create such an interest among parents and ratepayers as to encourage the Teacher to keep up the custom. It must, however, be admitted, that if honestly conducted, and well attended by the adults of the Section, these examinations will infuse a great deal of life into a School, and greatly encourage the energetic Teacher in his daily work. Even Trustees too often fail to look into the working of the School, except when a complaint has to be made.

Teachers' Examinations.—At the July Session of the County Board of Examiners, 142 candidates, viz. :—Male, 47 ; Female, 95, presented themselves for examination for Third-class Certificates. Of these 99, viz. :—Males, 39 ; Females, 60, were successful, 80 of them obtaining this Certificate for the first time. The remainder, 19, were allowed to present themselves for re-examination by the Inspector. Of the successful new candidates, 59 subsequently attended the Model School in Perth, and were awarded Certificates at the close of their professional examinations. Ten presented themselves for Second-class, but mostly all failed. One of the teachers was successful in obtaining a *First* at the Normal School, Toronto, during the year.

Entrance Examination to High Schools.—These examinations attract a large number of candidates for admission into our High Schools in the Town of Perth, and the incorporated villages at Almonte, Carleton Place, Pakenham and Smith's Falls, and it is gratifying to observe that our County Schools, not only furnish a large proportion of the applicants, but that they compete favourably with those from the town and village Schools. The practice which I have earnestly advocated, of having a class in preparation in our County Schools, whenever practicable, for the entrance examination, has already produced a marked effect, inasmuch as it encourages the more advanced ones to remain longer in attendance and gives them the opportunity of competing in each half-year, at what might be called a "County Competitive Examination."

Conclusion.—Seven years have now nearly passed since the great improvement was made in our School Law, which came into force in June, 1871, and it is time for us to pause and reflect upon the progress that we have made, and the position we occupy to-day. This I will do very briefly. In a material point we have done well, but little remains to be accomplished, as will be seen by reference to my "Detailed Reports." As far as passing a sufficient number of *legally qualified* teachers, through our examinations, we have also been very successful, very few "Permits" have now to be granted, and they generally to assistants. Our Schools are conducted as well as can be expected, in accordance with the "Law and General Regulations." The outward appearance that we have to present, displays signs of life, activity and earnestness in our School history. There remains to be seen whether there is that inward life of improvement in Teachers and pupils, without which lasting good cannot be achieved. This to my mind is not so satisfactory as it might be. The "routine" system has not yet been eradicated. There is yet too much attention paid to cramming the memory rather than to develop the powers of the mind. The "art of teaching" has not yet attained to the position in which we hope to see it. *Reading* in too many of our Schools, is without that life and taste which should characterize it in order to make it efficient. *Arithmetic* is yet too much taught by rule and without a practical bearing. *Grammar* savours too much of text-books, and is lacking in its practical application to Analysis and Composition. Our pupils, as a rule, are not sufficiently educated to *think for themselves*. To these points we must all now direct our special attention, until not only in *external* but *internal* appearance, we may be able to boast of the efficiency which should be expected of those working under the numerous advantages of our excellent Educational System.

COUNTY OF LENNOX AND ADDINGTON.

Frederick Burrows, Esq.—Total number of Schools in operation, 111. Total amount raised for School purposes, \$38,371.19. Amount paid Teachers, \$26,987.16. For building and repairs, \$2,931.15, and for other expenses, \$4,662.57. Total number of Teachers, 121, consisting of 36 males and 85 females.

School Accommodation.—Total number of School-houses, 111, consisting of 18 brick, 8 stone, 74 frame, and 11 log. With one or two exceptions every Section in this County has now ample School accommodation. A superior stone School-house with extra rooms for assistants was erected at Napanee Mills last year to replace one which had become utterly inadequate for the large School of that place. Through the zeal and energy of Rev. Mr. O'Donahue the Separate School at Erinsville was provided with an excellent building containing a large assembly room, two class-rooms, ante-rooms, and a library room. Altogether fifty new School-houses have been built since I became Inspector. The Regulations regarding School out premises have been very generally observed, but it is with extreme difficulty that they can be kept in anything like a proper state. Many of the Teachers fail to exercise that careful supervision so necessary for the protection and preservation of the School premises; and occasionally a good deal of damage is done in connection with various meetings held at night in the School-houses.

In the matter of equipment we are tolerably well supplied, there being in almost every School-room suitable desks, seats, blackboards, maps, &c. Altogether there are 681 maps (mostly new), 93 globes, 78 sets of object and tablet lessons, and 28 Public School libraries, containing 2,074 well selected volumes. In 1871 there was but one Public School library in the County (in No. 2 Ernestown).

It is to be regretted that more of our Trustees do not avail themselves of the great facilities provided by the Education Department for supplying the Schools with entertaining and instructive books—books that would cultivate a taste for useful reading, and in this save our youth from the pernicious effects of that vile literature which is far too abundant and to which access is so readily found.

<i>Classification of Pupils.</i> —In First class.....	1,830.
“ Second-class.....	1,481.
“ Third-class.....	2,006.
“ Fourth-class.....	1,063.
“ Fifth class.....	72.
Total	6,452.

In addition to the ordinary branches, 2,365 were in Drawing; 2,740 in English Composition; 670 in History; 100 in Human Physiology and Hygiene (far too few), 152 in Bookkeeping; 56 in Chemistry; 61 in Algebra, and 51 in Geometry.

<i>Attendance.</i> —No. of pupils enrolled first half year.....	5,962.
Average attendance “ “	2,715.
No. pupils enrolled second half year.....	5,264.
Average attendance “ “	2,442.

Diphtheria and other epidemics seriously interfered with the attendance in a good many Sections. However, there has been a steady improvement in the attendance.

I regret to say that 430 children, between the ages of 7 and 12, have been reported as not attending School. I feel satisfied that in the majority of cases there is no sufficient reason for this non-attendance, and it seems only fair to the children that their parents should be compelled to send them to School. My experience tells me that after children reach the age of 12 their chances for receiving an education become very slim indeed, as after that age their labour can be utilized to a great extent. The compulsory clauses of the School Act are regarded with favour by the intelligent portion of our people. It is felt that if it is right to tax the property of all to provide education for all, it is right to see that *all* are educated. Public education is found to be public economy, because the heaviest burdens on society are crime and pauperism, which are mainly the results of ignorance. Reliable statistics fully prove this statement. Hundreds of our youth grow up ignorant, worthless, and vicious through the shameful neglect of their parents to provide them with that mental and moral outfit which can be so readily obtained through the means of our system of free education. Society has a right to protect itself against this up-growth of vice and pauperism, and the mental starvation of children should be considered nothing less than a crime. A great

Englishman has said "That should one man die ignorant who had capacity for knowledge, that I call a tragedy, though it should happen twenty times a minute, as by some computation it does." A system of public education to confer the highest benefits must be not only free and unsectarian, but also compulsory. Crowds of idle youth should not be seen on our streets during School hours. The experience of Prussia is often adduced to show the great advantages which flow from compulsory education. In the words of a distinguished writer: "It is her vigorous system of compulsory education that in sixty years has raised her from a bankrupt and conquered petty kingdom to the ruling Empire of Europe, and made her the seat and home of intelligence, industry and wealth." That part of our School law relating to compulsory attendance is practically a dead letter, owing to the reluctance of Trustees to enforce it. It seems to me that the enforcement of this part of our School law should be intrusted to responsible officers, removed as far as possible from local feelings and influences.

Model School.—In accordance with the School Law and Regulations a Model School for this County was established at Napanee, the Board of the Town incurring considerable trouble and expense to provide the necessary accommodation and equipment. Nineteen Teachers were trained during the first session, the great majority of whom have proved in Schools of their own the high value of the instruction in methods of teaching and School management which they received.

Our Model Schools if efficiently conducted will greatly aid in supplying us with Teachers properly prepared for their high and responsible work.

It seems to me, however, that the present bonus given by the Government in conjunction with the County Council to Model Schools is quite inadequate to induce Trustees to properly equip them for their very important work. Work done for a whole County should be far more liberally remunerated, and none but the best and most progressive of our Teachers should be allowed to take charge of these training institutions.

County Teachers' Associations.—The semi-annual sessions required by the Departmental Regulations were attended by large numbers of Teachers who evinced a great amount of interest in the proceedings. At our meetings last year we were honoured by the presence of Dr. Hodgins, Deputy Minister of Education, Dr. McLellan, High School Inspector, and Professor Macoun, the distinguished naturalist, all of whom did excellent service by delivering highly instructive and practical addresses to the Teachers in addition to admirable evening lectures to the general public. These meetings of distinguished educationists with our Teachers cannot but have a most beneficial effect upon education in this County.

On behalf of our Teachers I have to thank you for the grant of \$50 made to our County Association. We propose devoting it to the purchase of a Teachers' Library.

Conclusion.—In conclusion I have pleasure in stating that we are making substantial progress. Many of our Schools are doing excellent work as is amply proved by the large number of well trained pupils who come up to the High Schools and the Teachers' Examinations.

It would be wrong, however, to disguise the fact that we have Schools in a low state, owing to the many adverse elements against which they have to contend.

Among the retarding causes I might mention the employment of very young Teachers, irregular attendance, and the frequent changing of Teachers. A good many Sections, especially in the northern portion of the County, are too poor to incur the expense necessary to secure good Schools; and until something is done to equalize more the burden of education it is folly to look for efficient Schools in those weak sections.

In fact only for the special aid so kindly granted by the Department and the County Council the Schools in most of those weak sections would have to be closed.

COUNTY OF HASTINGS—SOUTH.

John Johnston, Esq.—The amount of money received from all sources for School purposes, amounted at the end of 1877 to \$36,939.58. Of this sum Sidney received \$7,455.70; Thurlow, \$8,894.84; Tyendinaga, \$8,135.26; Hungerford, \$7,697.71; Trenton Public Schools, \$2,081.86; Trenton Separate School, \$1,149.10; Mill Point, \$1,525.11.

Sidney paid to Teachers, \$5,310.36; Thurlow, \$5,730.22; Tyendinaga, \$5,957.05; Public Schools, Trenton, \$1,575; Separate School, Trenton, \$679; Mill Point, \$1,094.36, making in all the sum of \$25,253.48. The whole amount expended by the Trustees amounted

to \$31,816.63. Of this amount Sidney expended for School purposes \$6,197.76; Thurlow, \$7,025.46; Tyendinaga, \$7,209.70; Hungerford, \$7,105.89; Trenton Public Schools, \$1,920.82, Separate School, \$1,099.10; Mill Point, \$1,257.90.

The value of School property in South Hastings is \$80,100, and this amount is distributed as follows: Sidney, \$17,100; Thurlow, \$20,000; Tyendinaga, \$22,100; Hungerford, \$12,950; Trenton, \$7,000; Mill Point, \$5,220.

Salaries.

The highest salary paid male Teachers in Sidney.....	\$500
" average " " " "	406
" " " female " "	275
" highest " male " Thurlow.....	500
" average " " " "	430
" " " female " "	275
" highest " male " Tyendinaga.....	475
" average " " " "	421
" " " female " "	270
" highest " male " Hungerford.....	575
" average " " " "	440
" " " female " "	240
" highest " male " Trenton (P. S.).....	500
" " " " " (Sep. S.)	500
" average " " " "	275
" highest " " " " Mill Point.....	550
" average " female " "	300

The average time the Schools of Sidney were kept open, including legal holidays and vacations, was 12 months; of Trenton 12; of Thurlow 12; of Tyendinaga 11 2-3; of Hungerford 11 7-19; Mill Point 12. With the exception of a few poor Schools in Hungerford and two in Tyendinaga, the Schools are kept open during all the teaching days.

The number of children entered on the registers during the year between the ages of 5 and 16 was: in Sidney, 1,172; in Thurlow, 1,292; in Tyendinaga, 1,361; in Hungerford, 1,298; in Trenton Public Schools, 417, in Separate Schools, 194; in Mill Point, 333; making in all 6,067.

Of this number, 627 attended less than 20 days; 1,136 between 20 and 50 days; 1,592 between 50 and 100 days; 1,335 between 100 and 150 days; 1,219 between 150 and 200 days; and 150 between 200 days and the whole year. In many Schools the attendance is quite regular, but the majority of the Schools in the Rural Sections, as well as in the villages, suffer very much from irregular attendance. Everything has been done by Trustees and teachers to induce parents to send their children regularly, but I am sorry to have to say that many parents are just as careless as ever. In the best Schools the attendance is very regular, and parents take a greater interest in the School when they see that their children are improving, and that the Teacher is alive to the importance of doing all in his power to teach them thoroughly and efficiently, and to create a deep and lively interest in the School.

The law requires that all children between the ages of 7 and 12 years inclusive shall attend for at least four months of the year. Though many Trustees have done all they could do to induce parents to send their young children, yet 368 children between the above ages, as stated in trustees' annual reports, have not attended School. Of this number, 56 are in Tyendinaga; 36 in Thurlow; 56 in Sidney; 52 in Hungerford; 26 in Trenton Public Schools; 30 in Separate School, Trenton; and 9 in Mill Point.

It is very encouraging to know that the percentage of average attendance has been gradually increasing. It is higher during 1877 than for any previous year. After a careful examination, I find that 52 per cent. of those entered on the registers have attended regularly.

I never found so many scholars in attendance as during my last two visits. For your information I will give the percentage of average attendance in the townships and incorporated villages. In Sidney 45 per cent. of the registered number attended regularly; in Thurlow, 46; in Tyendinaga, 53; in Hungerford, 44; in Trenton Public Schools 62, and in Mill Point, 52.

To remedy this great evil in our Schools calls forth the serious attention of every parent and ratepayer, for it neutralizes the benefits to be derived from the best arrangements, and the labours of the best Teachers. A child may attend School, yet so irregularly, or at intervals so far apart that it will be fortunate if at the end of the year he knows as much as at the commencement.

Those who are indifferent to study will lose by their absence, not only the lessons of the day, but, what is of far greater consequence, the interest, however small, which they may have previously felt.

All the best Teachers have public examinations in their Schools at least three times a year. I am sorry to say that in the poorer Schools they are less frequent. At certain intervals during the year every honest and conscientious Teacher should be willing and prepared to show the ratepayers of the section the progress made by the pupils since the previous examination, and Teachers can do much in this way to foster a feeling in favour of Schools, and to lessen irregular attendance. When scholars are well taught and know the work gone over they like to be examined. It is only in the poor Schools that scholars dread examinations.

I have much pleasure in stating that in nearly all the Schools the Teachers have readings and recitations every Friday afternoon. These recitations give the scholars confidence in themselves, so that in after life they will be able to give expression to their opinions in public. It is believed there are no qualifications or accomplishments more useful or ornamental than good reading and speaking, and they deserve attention from the scholar and Teacher in proportion to their high value.

There are 76 School houses in the four townships. Of these 31 are brick ; 10 stone ; 30 frame, and 5 of hewn logs. In Trenton there are two brick School-houses and one frame. And in Mill Point there is a very fine brick building. As all these have been spoken of in former reports, it would be out of place to speak of them again. A very fine Separate School building has been completed in Trenton. The material is of brick, and it is a credit to the village. In my last Report I stated that 24 School-houses had been built since 1871. During 1877 a good frame building was erected in Tyendinaga ; and in S. S. No. 16, Hungerford, a new School-house will be erected this summer: making in all 47 School-houses that have been built since the introduction of the new School Law.

The grounds are well fenced, and furnished with proper outbuildings. The Trustees have always been willing to get maps, tablets, etc., for the proper working of the Schools, and in consequence they have for a long time been well supplied with the necessary requisites for the proper teaching of the scholars attending them.

More than 200 visits were made to the Schools since my last Report, besides attending many public examinations. They have all been inspected twice, and when a change of Teacher has taken place the School is in many cases visited again. At each visit a full half day is given to the examination of each Teacher's room.

It is gratifying to me to be able to state that the result of the examination of nearly all the Schools since my last Report has been very satisfactory, and the marks given have been higher than during any previous year. It is only by thorough and careful inspection of the Schools that this much sought for result has been reached. It is due in a great measure to the fact that the scholars have always been examined in such a way as to show their deficiencies as well as their excellencies.

There is not so much mechanical teaching as there was a few years ago. Scholars are taught more to think and use their own judgment. Teachers prepare their work for the school-room. At the present time we have a large number of Teachers who have been in the profession for some years. They set a good example to those who visit their Schools. I am sorry that we have not more of them, but their number is gradually increasing, and the establishment of Model Schools will do much to increase the number.

Many Schools suffer from frequent change of Teachers. The changing is frequently the fault of Teachers themselves, as Trustees are willing to keep a good Teacher and pay a good salary. All good Teachers do remain in their Schools for a long time. It is generally the inefficient Teacher who remains in a School six months or a year, and who is frequently looking for one ; and in many cases he will teach for a low salary so as to get a School, but a poor Teacher is dear at any salary, and the sooner such Teachers are out of the profession so much the better for the children attending the Schools.

The statement made in the first part of this Report shows that good Teachers in South Hastings are paid liberally.

A large number of scholars from Rural Sections have been successful in passing the entrance examinations to the High Schools. Good Fourth Class scholars have been encouraged to try ; and spare Examination Papers have been sent to many Schools for the purpose of showing the scholars the standard to be reached.

Among the subjects in which scholars have shown increased proficiency during the past year, I might mention mental and written arithmetic, reading, spelling, writing and practical grammar, and I think these are very important subjects to have the youth of the country well drilled in, though all the other subjects receive their proper share of attention.

I am able to report that we have 50 libraries in our Schools, an increase of 13 over last year. The number of volumes is 1,852, and it is hoped that before the end of the present year every School will have a good library.

Of all the means necessary to a Teacher's true and lasting success in the mental and moral training of his pupils, few, if any, are equal in importance to a proper School Library consisting of interesting and instructive books, such as boys and girls may readily be led to love to read. A few of our Teachers have done nobly in holding entertainments, consisting of reading, recitations, &c., for the purpose of raising money to procure a good School Library. In a few cases, as high as \$50 have been sent to the Department, thereby securing \$100 worth of good books for the youth of the section.

I would respectfully call your attention to the following statistics, carefully and correctly prepared from the Annual Reports. As Trustees paid for School purposes during 1877, the sum of \$31,816.63, and as the whole number of pupils that attended the Schools amounted to 6,067, the cost of teaching and maintaining the School for each registered pupil would be \$5.20. It should be a little less, as debts contracted in building School-houses are in a few cases included in the sum. In Sidney the cost per pupil is \$5.28 ; in Thurlow, \$5.43 ; in Tyendinaga, \$5.25 ; in Hungerford, \$5.47 ; in Trenton Public Schools, \$4.60 ; in Trenton Separate School, \$3.30 ; in Mill Point, \$3.30. In Trenton and Mill Point the rate per pupil only includes the salary of Teachers.

Twenty Teachers were trained in the Model School during the session of six weeks, and nearly all of them are doing their work efficiently and to the satisfaction of Trustees and rate-payers.

To make the Model School a success, your Inspector had the pleasure of giving the lectures in reading, spelling, arithmetic, grammar, object lessons, history and composition. Though during the last six months of the year my time is fully taken up, yet I thought if I could do anything to make our young Teachers better prepared for the work I would be helping on the cause of education in the County. Our Institute is still in successful operation, and has done a good deal to help the Teachers in their work. Nearly all the good Teachers attend regularly the third Saturday in every month, but I am sorry to say that many who would be much benefited by the lectures given are usually absent. We got a grant of fifty dollars from the Department, and with this money we intend to purchase books for our Teachers' Library.

We had a two days' meeting in February, and able lectures were given to nearly 100 of our Teachers, in reading, algebra and arithmetic by Dr. McLellan, Senior High School Inspector. The lectures were much appreciated by the Teachers, and did much to infuse increased life and energy among them. We have been ably assisted by Professor Dawson, of Belleville High School, H. M. Hicks, of Trenton High School, Professors Macoun and Bell, of Albert University, and Mr. Swayzie, Writing Master of the City Schools. My thanks are due to these gentlemen ; for anything that can be done for the benefit of Schools and Teachers should be hailed with pleasure by every parent in the country, and I might be allowed to say that it has been the aim of these meetings to make better Teachers and hence better Schools.

To have good Schools we must have good Teachers, and the people, to get the full benefit of the instruction given in them, must send their children punctually and regularly.

We all must think, that with all the advance recent years have witnessed in the views and methods of popular education, even many Teachers themselves have hardly begun to have adequate notions in regard to the importance and inherent greatness of their work. It involves the highest responsibilities, and is, in the best sense, most honourable.

Consciously or unconsciously the good Teacher is making impressions every day as lasting as the soul. What work, then is more responsible than this? What more honourable, provided it be well performed? The Teacher's forming hand is to be found all along the world's history, in the poets, the philosophers, the statesmen, and the heroes of every age.

Let it not be supposed that the importance or the responsibilities of the Teacher's calling are confined to the higher walks of the profession; or that they belong exclusively to those chiefly engaged in finishing the work. The instructor, in every stage of his business, is concerned with intellectual and moral development, and we all know the earliest part of this business is fraught with no less important consequences than that of any later period. Of how little value is elegance of finish or beauty of exterior ornament to that edifice whose foundation is laid on treacherous sand!

We know not how soon the infant soul begins to receive from the world without, its shapings and tendencies. But we do know that after this time has arrived, its earliest are its most important periods.

It is then that little causes produce great results. A word, a look, a tone, a tear, a smile, every one does its work.

"The boy is the father of the man," says a poet; and most true it is that the human character receives its form in childhood.

Let no one then touch the young soul with a careless or unpractised hand.

Thus, in whatever view we regard the Teacher's vocation, whether in its relation to this or the future life; in its connection with the earlier or later periods of intellectual development; in its immediate results upon the pupil, or its more remote effects, ever going forth from him as a central source; in each and all these views, we find abundant evidence of its peculiar excellence and responsibility as a calling. The Teacher is thus seen to be a *fashioner of human souls, moulding them measurably into his own likeness.*

This character of the work indicates, at once, what that of the instructor should be. Unrefined manners, an uncultivated mind, or an easy conscience, have no business here. They are not the fitting appointments for this most elevated work. The Teacher must do it honour by his own manly character and his faithful labours. But this he will fail to do, unless he is ever diligent in the work of self-improvement.

It is surely a matter of pleasant reflection that Teachers in our midst are coming every year better to understand the true character of this calling, and the relations they sustain to it. This state of things gives promise of a time, not far distant, when their ranks shall be filled with highly cultivated men and women, and the name of Teacher shall be suggestive only of taste, refinement and all good culture.

COUNTY OF NORTHUMBERLAND.

Edward Scarlett, Esq.—The total number of children residing in the County, between the ages of 5 and 16, on the 31st December, 1877, 9,753. Total number of children in the County, between the ages of 5 and 16, entered on the daily school register, 8,938. The percentage of children between the ages of 5 and 16, entered on the daily registers of the Schools is 91, nearly.—The total number of pupils of all ages, entered on the registers of the schools is 9,441. Number of boys, 5,081; of girls, 4,360. Average attendance of all the pupils of the County for the year 1877, 8,019. Percentage of attendance of all ages, 84.

Total valuation of the County	\$11,764,980 00
Trustees school tax on property	43,821 32
Number of mills on the \$.....	4 nearly.
Total amount paid Teachers.....	40,001 72
Collecting, lighting, cleaning, &c... ..	6,325 81
Average expenditure on each child	4 90
Highest salary paid male Teacher	600 00
Average salary paid male Teacher ..	430 84
Highest salary paid female Teacher.....	450 00
Average salary paid female Teacher.....	270 06

Teachers' Certificates.—Of the 108 teachers, who acted as masters of the Schools of this County during 1877, with the fifteen assistant teachers, there were 2 first-class Provincial Certificates, 7 first class old County Board Certificates, 24 second-class Provincial certificates, 69 third-class certificates, under the new arrangements for the examination of Teachers, and three permits from the County Board of Examiners.

County Model Schools.—I look upon the establishment of County Model Schools, faithfully conducted, as was the case in this County, last year, to be of the first importance, as auxiliaries in our fine educational system.

School-houses.—There have been forty-five new School-houses erected on good sites, and thirty-four enlarged and repaired, all at the cost of about \$55,200.

One of the finest public School-houses I have ever seen was erected in the Village of Campbellford in 1874, at the cost of \$5,500.

Effects of School Law Amended Act.—A few years previous to the passing of this Act in 1871, the marvellous effects of which are truly startling to every thinking man, the educational affairs of the country had well nigh come to a dead lock. Those who were officially connected with the examination of candidates entering the teaching profession can best form an accurate idea of the deplorable condition of Grammar Schools in rural sections at the time referred to, and of the effects of their teaching on Common Schools. In Northumberland, we chiefly depended on our Common Schools for a supply of Teachers, and with right good will many of the more efficiently conducted Schools met the demand. However, the able manner in which the High Schools are at present inspected, together with the Entrance and Intermediate Examinations connected therewith, is rapidly exercising a powerful reflex influence on our Public Schools, and so long as they continue to be characterized by the efficiency which the grave nature of their important work demands, may they receive the hearty support that should be accorded them for the aid which they give, in connection with our Public Schools, in strengthening the bulwarks of our Canadian Education Institutions. Long may the hearts of the illustrious educationists, who concocted, matured, and brought forward the Amended Act of 1871, continue to pulsate; and when in ripe old age they shall have been gathered to their fathers, may the youth of succeeding generations be not unmindful of the founders of the world renowned system of instruction, that shall have placed them side by side on the platform of knowledge with the youth of the advanced civilization of other lands.

The Programme for the Classification of Public Schools.—While it is judicious to have a standard by which Schools may be classified, yet I think, much discretionary power should be left with the earnest conscientious teacher. I believe the tendency of inflexible regulations is to dampen the enthusiasm of rightly constituted Teachers. No man knows better the mental idiosyncrasies of children than the Teacher. Indeed, the honey-bee is not truer to its instinct than is the Teacher of discernment in marking the many peculiarities of his pupils; and the possession and exercise of this endowment is to a very large extent what gives efficiency to school-room work.—I think it will be conceded by those who have thought much in regard to the education of children, that it is not wise to distract their minds with too many studies; that a few subjects thoroughly mastered not only give sound information on those subjects, but that this course also prepares the pupils for comprehending other subjects with greater ease.

Irregular attendance at School.—Much is said regarding irregular attendance at School, but I know of no section in which there is employed a Teacher whose whole soul is in his work where this evil is not remedied. The weighty responsibility of the life-work of such a man impresses him with such force, when he considers that the destinies of the children of his charge to a large extent depend on his exertions, that nothing is left undone which human agency can accomplish to benefit the School of which he has the oversight. He makes short visits to the homes of parents, and points out the evils of irregular attendance, the necessity of keeping children constantly at School, with such earnestness that they are constrained to comply. Happy the section possessed of such a Teacher. His services cannot be valued by the standards of commerce. There is as great a difference between the true Teacher and his opposite as there is between gold and its counterfeit.

The Progress of our Schools.—In looking over the work done by the Schools of this County for the past twenty years, and comparing the class of Teachers which at the beginning of that date, occupied our schools, with the Teachers now in charge of them, (see min-

utes of County Council for 1876) I must say that progress has marked our labours. Twenty-five per cent. of satisfactory answers to the questions given to the Fourth Classes of our Schools at my recent visits could not have been given by nine-tenths of the Teachers of this County, who had the oversight of our Schools in 1855, and for a few years afterwards.

It would be hard to place too high an estimate on the importance and advantages of Public Schools to a free people. Indeed, freedom could not long exist without popular education. Yes, Ontario free ; free Public School ; bigots may call thee godless, because thou art not sectarian ; but thy mission is not to sow the seeds of bigotry ; and right-thinking men will call thee by thy right name. Thou greatest offspring of modern civilization ; thou product of the profoundest thoughts of the profoundest men of modern times ; thou child of much anxiety and earnest solicitude ; thou greatest antidote of tyrants and unscrupulous demagogues ; thou harbinger of the dawn of that glorious day of which prophets spoke and poets wrote ; speed thee on thy glorious mission, until men learn to act from right motives, and until right principles and right actions take the place of mere expediency.

COUNTY OF HALIBURTON.

Rev. Frederick Burt.—Progress has been a feature of 1877, whether we regard the pupils of our Public Schools, their Teachers, or the School-houses.

As in former years, so in the last twelvemonth, the Poor School Grants, so liberally made by the Department, were largely instrumental in conducing to the progress asserted ; for this County of Haliburton is but recovering from the shock and strain of three successive years of scarcity in the products of the earth, and of the ceasing of the Lumber-trade that caused money to circulate freely. When the time of reaction is fully over, progress in other forms may exhibit itself, for Railway extension is rapidly becoming a fact, and this may surely be counted upon as an auxiliary of improved times.

The year just closed was remarkable for activity amongst Trustees ; endeavours for carrying the regulations of the Department into force were the rule. A demand for increased educational privileges consequent upon increase of population have been made, several new sections formed ; *two dormant sections have awakened*, and contracts for the School-houses of such sections let ; and *three* new School-houses came into operation during 1877, the houses being *frame* buildings. In this connection may be stated, (though hardly as a feature of progress), one School-house was totally destroyed by fire with its contents, quite a serious matter in a sparsely settled neighbourhood. Marked activity is the present phase of the new sections reported last year, showing that Trustees may venture to start a School even in the outskirts of civilization, and that good work can be done. Of one of these Schools where Thirty scholars per day are in attendance this winter—the remark is often made, “Where do the scholars come from? Because their homes happen to be hidden in almost solid forest. Yet, what injury results in such localities by delay in furnishing precious minds the aliment which our Ontario School system so excellently provides ! Here I beg the Department to note a sovereign remedy—the Poor School Grant. These places are situate, in this County, within municipal organization, and so are beyond the provision named in the Departmental “conditions” for Poor School aid ; and thus were it not for the *wise* liberality of the Honourable Minister and Deputy Minister such places would be left unprovided for. As it is, the Inspector can back up his remonstrances, his advice, with a promise of Poor School Grant to pay the Teacher, and the Department accedes to his recommendation, whilst the Trustees take courage and in spite of protestations from ratepayers, who fear taxation, the new School-house is reared amid the forest, the solitary place becomes glad, and the happiness of the bush settlement is augmented by the Teacher in his mission, and the School leads to festivities. For, let but the Christmas Vacation draw near with what eclat is the first Examination surrounded : witness the ornamentation of the School-building, the well-dressed pupils, the recitations, the songs, the Trustees all present, the twenty to thirty parents and friends, and the Inspector too, not to mention the best cakes and goodies that are attainable. All this is well and exerts an influence for good, henceforth such a locality ranks as a civilized portion of the country. I say, then, to Trustees : The introduction of a School pays, and more than pays, even in a new settlement. Permit me to remark that the knowledge of such scenes occurring ever and anon in our Province should rub off the dullness from official routine and perplexings, whether of the Minister, or the Deputy Minister of Education. By these assaults upon the rim of society and just where

wickedness loves to reign, a noble work is being done, the blessings of Education are brought to bear upon human minds ; although the owners live surrounded by the forest, the rocks, the hills, and are beset by hard work and coarseness of manner and language.

From some reason, progress there has been in the item of School difficulties. Many have been the quarrels between Trustees—colleagues ; and between Trustees and people. Yet, the majority of cases, I am proud to say, arose out of the desire for Educational privileges—to have School nearer home ! The promised Manual of School Law is much needed. Let me add, that the physical conformation of much of our County is such that nearly every large Section must of necessity cut off some large families, because of a river, swamp, or lake. This also will shew how much we need the Poor School Grant ; for sections must be small, thinly peopled, poor.

The last mentioned obstacles also militate against the “ Programme ” being complied with for scholars cannot but be irregular in attendance. However, many Schools in the more favoured parts of the County do attain to the chief features laid down in the “ Programme.”

Below will be seen some marks of growth in this Inspectorate :

	1875	1876	1877
Pupils attending Public Schools, 5 to 16 years.....	716	900	1271
No. between 7 and 12 years attending no School		145	69
No. studying Algebra.....	6	16	26
No. “ Geometry.....	4	22	14
No. “ Needlework.....			34
No. in Simple Drill.....			103
Money paid in Teachers' Salaries.....	\$3,302	\$4,120	\$5,257
Total spent in Education.....		5,936	7,022
No. of School Sections counting Unions as two Schools.....	31	40	45
No. of Sections, Unions as one School.....	22	24	32

Teachers by their Certificates stand thus :

Pro. II. Class.	Old County Bd.	New Co. Bd.	Special	Permits.
1.	1.	22.	8.	0.

New County Board.—The Secretary of the Board for 1877 reported :—“The Examinations were conducted strictly in accordance with the rules and regulations of the Education Department. Twenty-six candidates appeared. Seventeen passed for Third Class Certificates. An evident improvement in some who were rejected in previous years. The Candidates gave strict observance to the regulations issued.

I would state that fourteen of our County pupils, who obtained Certificates in the three past years, are at present teaching successfully in our County.

Inspector's visits to 32 Schools amounted to 65.

COUNTY OF VICTORIA, WEST.

Henry Reazin, Esq.—It affords me great pleasure to be able to report constant improvement in the style of School work, and a constantly increasing interest evinced by Teachers and on the part of the people themselves in the cause of Education.

I find my Teachers, almost without exception, studying constantly with a view of better preparing themselves for the Examinations and for their duties as Teachers. We have seceded from the former County Association and have established two Associations in W. Victoria, one held at Woodside and one in Bracebridge, the two places being about 70 miles apart, in which Teachers as well as others, have shown a very deep interest.

The policy of the Department in gradually raising the standard of attainments required of Teachers, and the improved method of examining, together with the establishment of Model Schools, are having a most beneficial effect in this county.

I am much gratified to be able to bear testimony to the uniform willingness of Trustees and the people to comply with the Regulations of the Department requiring improved School accommodation and furnishings, no single instance of a refusal to comply with these

Regulations having occurred in W. Victoria since I became Inspector in 1871; and I am of opinion that few Inspectoral Divisions in the Province can show greater improvement in these respects. Fenelon for example, which is scarcely a second rate Township, has during that period erected handsome well ventilated brick School-houses in eight out of its nine School Sections—in every case but one replacing log buildings with brick, and in two cases, Cambray and Cameron, the buildings have two School-rooms. The Trustees of the remaining Section are preparing to build, and have about \$1,000 in the bank for that purpose.

I regret to have to state that a few of our oldest and best County Schools occasionally fall into the hands of inexperienced Teachers through penuriousness on the part of the Trustees, without the Inspector being able to interfere to prevent it. This is another one of the sins chargeable against the system of County School Sections instead of Township Boards.

COUNTY OF ONTARIO.

James McBrien, Esq.—Organization—Classification and registration, distribution of time and equipment are in force according to the requirements of the School Law.

I have not succeeded, as I have desired, in getting Teachers to send monthly or quarterly reports to parents; and I consider their School organization as incomplete until they comply with the law in this respect.

They appear not to grasp the full weight and importance of this most efficacious means of educating parents in school matters. They ought to know and remember that reports are certain to be taken home by their scholars; and reports very often unreliable and exaggerated. Hence the Teacher should report to parents to replace the false with the true, and to furnish them with a just criterion by which they can judge of the continuous progression of their children. This would tend to establish the reputation of the Teacher on a sure and solid foundation, the judgment of the parents; and not on the shifting sands of caprice. Thus he wins a high vantage ground whence he can diffuse the true light.

Trustees.—Tardiness in making their returns, inaccuracy and incompleteness of the reports, waste an Inspector's time and harass him even to vexation. They should learn the meaning of punctuality and promptness. The people sometimes elect Trustees who have no children to send to School, and these, therefore, as a rule, have no vital educational interest in the School. These are emphatically financial trustees, for they perish the intellectual interests of the School to save forty or fifty dollars as they calculate. Their economy is a shameful sham; for they pay out the people's money for that which is of no use or advantage. They are penny wise and pound foolish. I have known instances of the above evil by which the wheel of progress was rolled back two years. I know no remedy for these obstacles except Township Boards of Trustees.

The principles of acquiring knowledge.—Frequent reviews, perpetual repetition, periodical recapitulation—these principles of learning obtain more and more to the expulsion of the trivial and the false, to the implanting of the true, the substantial, and the enduring.

County Model Schools.—I regard the establishment of these as a grand and ever memorable epoch in the history of our Public Schools. The first two sessions, twenty-eight Teachers (the most promising we have ever examined) were trained in the potent art of imparting to others what they know themselves, and are now engaged in teaching. In their professional examination, their answers were so intelligent, complete, and satisfactory, that I was inspired with hope, for I felt that a new lever power was put into the hands of the Inspectors to raise all the Schools into efficiency in the course of three or four years.

These County Model Schools may with propriety be designated County Normal Schools, as the proper object of them is to teach the best methods of instruction, founded on root principles. Upon these principles, the Teacher-in-training should be taught to erect the whole intellectual superstructure of his pupils. Thus he will become a master builder that need not be ashamed of the results of his arduous labour. Some people, not having made them the subject of thought and inquiry, do not appreciate them yet; but I conceive that the day is not far distant, when being more enlightened on this subject, they will laud, magnify, and bless those who instituted them.

COUNTY OF YORK—SOUTH.

James Hodgson, Esq.—There is a continued interest taken by the Trustees, and parents generally, in the Public and Separate Schools, and there is also a healthful spirit of emulation and greater earnestness in School work manifested by many of the Teachers and scholars.

The standing of most of the Schools has been well maintained during the past year, and, during that period, some of them have risen decidedly in thoroughness and efficiency. A few have, however, retrograded somewhat, but it is to be hoped that a change for the better will be clearly manifest during the current year, and that they will regain, at least, their former position.

In 1876, there were thirty-six Schools of the First-class; thirty-five Schools of the Second-class, and ten Schools of the Third-class. In 1877, there were forty-one Schools of the First, *twenty-eight* of the Second, and *fifteen* of the Third.

School Accommodation.—The improvements made since 1871 have been such as to supply ample accommodation in all the School Sections, with but few exceptions. Consequently, only three new School-houses were built, and one enlarged in South York, during 1877. Increased accommodation, on account of the growth of population, is required in the Villages of Yorkville, Woodbridge, Brockton, and Don Mount, and will no doubt be provided with as little delay as possible. Our Public School Trustees in general manifest a deep and abiding interest in providing the requisites necessary for the efficiency and advancement of School education. Honour to whom honour is due!

Receipts.—The total amount of receipts for School purposes, and from all sources in 1876, was \$55,012.31½; in 1877, \$68,763.24½, an increase of \$13,750.93 in South York for 1877.

Payments.—In 1876, the payments were \$48,570.10½; in 1877, \$59,672.80, leaving balances in Trustees' hands amounting to \$9,040.44½.

Amount unpaid on buildings and sites in 1876	\$8,702 32½
“ “ “ 1877	\$3,046 89

Salaries and Qualifications of Teachers.

Highest salary to Male Teacher in an Incorporated Village was....	\$800 00
“ “ Rural Section	650 00
Average salary of Male Teachers....	443 26
Highest salary of Female Teachers	425 00
Average “ “	240 72

Of the Teachers, 31 have attended a Normal School.

“ “ 5 have Prov. Certificates, I. Class.	
“ “ 29 “ “ II. “	
“ “ 24 have Old County Board I. “	
“ “ 2 “ “ II. “	
“ “ 34 “ New “ “ III. “	

Attendance of Pupils &c.

Total attendance, 1st half of 1876 was	383,414 days
“ “ 1877 “	466,499 “
“ 2nd half of 1876 “	282,923 “
“ “ 1877 “	363,297 “
Daily average, 1st half of 1876 “	3,183 pupils
“ “ 1877 “	3,317 “
“ 2nd half of 1876 “	2,867 “
“ “ 1877 “	3,215 “

Total number of Registered pupils for 1876 was	8,496
“ “ “ 1877 was	9,181

734 Pupils attended less than 4 School weeks				
1661	"	from 20 to 50 days = 10 School weeks		
2289	"	" 50 to 100 " = 20	"	
2139	"	" 100 to 150 " = 30	"	
1720	"	" 150 to 200 " = 40	"	
547	"	" 200 to whole year.		

Change of Teachers.—It is to be regretted that a change of Teachers was made in so many instances at the commencement of the current year; this universally acknowledged drawback to the efficiency of Schools having been somewhat greater than in previous years. Some of these changes were, no doubt, unavoidable, but it is to be feared, that, in some instances, they were made under the plea of economy, the Trustees having yielded too much to rate-payers, who, having no longer any *direct* interest in Public Schools, oppose the continued employment of good Teachers in order to keep down the taxes; a very popular cry often, but sometimes a grievous mistake, and an injustice to the rising generation. The correction of this evil is obvious, and the remedy is in the hands of the people themselves, who, it is to be hoped, will not fail to employ it.

High School Entrance Examinations.—Two of these were held during the past year at each of the Markham and Weston High Schools, and all the candidates passed provisionally, were approved by the Central Committee.

These examinations are exercising a very important influence on many Public Schools, stimulating both Teachers and scholars to increasing diligence and efficiency, and serving as a good criterion of successful teaching, and a powerful incentive to a thorough and higher education.

County Model School.—The first Session of this Model School was held in the summer term of 1877, and twenty-seven candidates, who had passed the Literary Examination for Third class Certificates, were in attendance. All these passed their professional examination satisfactorily; twelve as first rate; eleven second rate; and four third-rate.

These Model-Schools will supply the *training* to Third-Class candidates so highly necessary before entering upon the teaching profession, and will ensure such a knowledge of School organization, classification, practical teaching, School law and regulations, as will be of essential service to such candidates, on entering upon the important duties of Public School Teachers.

Many of the written papers on the above subjects, handed in to our Board of Examiners at the end of the first session, were far in advance of ordinary Third Class candidates, who had not attended a Model School, and had had no practical experience in teaching. In fact, many of them were fully equal to the papers of Second-class candidates in previous years.

Several of the Third class Candidates above referred to, are now engaged in teaching, having charge of Public Schools; and it was to me a source of delight to find, on inspecting their Schools, the energy, ability and earnestness, so requisite for successful teaching, manifested by them, a certain prelude to future distinction in the profession, and a guarantee in the future to the progressive advancement of our Public Schools.

COUNTY OF YORK—NORTH.

David Fotheringham, Esq.—After the novelties, difficulties and special strains of its inception, the work of our remodelled School system seems to have fallen into a quiet and natural channel in which progress is steadily though not rapidly forward. The average attendance—still under fifty per cent. of the entire number enrolled—is nevertheless larger than at any previous period; and the number of changes in the staff of Teachers, less. The average salary of male Teachers, as in previous years, has moved up another degree, while that of lady Teachers has fallen slightly. The amount of good work done in many Schools is quite creditable considering irregularity of attendance and other disadvantages with which Teachers have to contend. This is apparent in the better style of written examination which is passed in most Schools on days of inspection, and arises very largely from the more careful drill and the more frequent written reviews of regular School work, which all the best Teachers have adopted as one of the most important agencies of their craft, and which are

much more useful than the old-fashioned quarterly examination, which it seems impossible to make or keep popular, and which is comparatively of little practical utility.

In simplifying the programme, the Department has performed a popular and useful act by which the varied necessities of different localities are more usefully met. The greater prominence required for those studies which tend more directly to develop the observing and the esthetic faculties is especially desirable; and needs to be supplemented by requiring all Teachers to pass creditable examinations in the elements of music, drawing, zoology and botany; for it seems absurd to ask all to teach object lessons, drawing and music without requiring a previous knowledge of the subjects taught. It seems also reasonable that in addition to a slight knowledge of hygiene, ventilation, &c., as now asked, Teachers in training should show in examination their ability to exercise their Schools in drill and gymnastics. Were they put through a regular course in these subjects, and required also to drill the pupils at the Model School under proper supervision, an important step would be gained towards the physical culture of Canadian citizens—now much neglected.

Having had their own taste and ambition awakened for searching into the properties, relations and functions of organic and inorganic creation, Teachers could reasonably be expected to arouse in their pupils an earnest desire to investigate, understand and apply the truths of nature, but when they have to confess their ignorance of both the subjects and methods of teaching, it seems a helpless task for Inspectors to urge the course of study prescribed in natural history, drawing and music.

In this connection, I beg to suggest a department of study which could be made popular and soon of great advantage to the country. At the Teacher's Convention, in Newmarket, which you did us the honour of attending, it was suggested that the country would be greatly relieved from the ravages of insects in our forests, fruits, vegetables and grains, were a series of plates with suitable notes, giving the appearance and habits of our principal insect enemies, and also of their enemies, published and made requisites in all the Schools. By this means, in a few years, the birds and insects which prey upon noxious vermin would be cherished by old and young as true friends that would save the products of the country to an incredible extent.

The working of county Model Schools has so far been very encouraging, and when experience has modified their management so as to provide the best professional training practicable with the least derangement of Public School work, there will be engrafted on our Canadian system a department at once peculiar and specially adapted to the necessities of a young country. It is gratifying to be able to state that the trustees of the Country Model School in North York are faithfully carrying out their pledge to provide suitable accommodation by the time to begin the next session.

The liberty is here taken of enquiring if much labour and considerable expense to the Department and others could not be obviated by requiring School Boards to procure through regular trade channels their registers, forms of reports, &c., just as maps, School-books, and other authorized appliances are now purchased. At present the supply of registers, while it saves but a trifle to each section, is attended with inconveniences and delays which would not occur were they for sale at book stores as text and copy books are.

As reported recently, the North York Teachers' Association is still doing good work and will have additional vitality and power through the fostering care of the Government.

COUNTY OF BRANT.

M. J. Kelly, Esq., M.D.—The progress of the Schools, since the date of my last Report, has been generally satisfactory. A marked improvement is rapidly taking place in the methods of instruction, especially in the subjects of reading and arithmetic. In several of our schools reading is admirably taught, and is commenced with the Tablet Lessons, the droning, monotonous, lifeless manner so prevalent in many schools and so pernicious everywhere having given place to clear and correct enunciation, while due regard is paid to expression and emphasis. I think there can be no doubt, at least in the minds of those competent to judge in such matters, that the present method of teaching arithmetic, which may be called the Cambridge method, is a great improvement on the old rote or rule method, in which the memory was tasked much more than the understanding. Instead of casting about in his memory for the necessary rule when a problem is submitted for solution, the student

now looks directly for the clue and analyzing till he finds the value of a unit and soon finds the value of the whole.

But the improved method of teaching is not confined exclusively to the subjects mentioned. English Grammar is better taught than formerly; so is Geography, and so are most of the other Public School subjects. We have now in the Rural Schools of this county a large number of young teachers, fresh from their studies, conversant with the best methods of imparting instruction, most of them trained in Normal and Model Schools, and all ambitious to excel in the profession. Such material is an earnest of still further progress.

I. County Model School.—The County Model School which opened here last August, with an attendance of nineteen pupils, ought to, and I think will, exercise a beneficial influence in this direction. All the pupils passed in the professional subjects at the close of the term of two months' duration, and are now engaged in teaching in the Schools of Brantford and the County. For its support the Ontario Government made a grant of \$100, and the County Council granted an equal amount.

II. County Teachers' Institute.—The County Teachers' Institute is still in a prosperous condition. At the meeting in October, in addition to the ordinary work of the Institute, J. M. Buchan, M.A., one of the Inspectors of High Schools, read a very able lecture entitled "Poetry and Politics," and delivered an instructive address on "Words, their History and Relations." W. H. C. Kerr, M.A., of this city, also read, the second day of the session, a scholarly essay on the "Poetry of Superstition."

Up to last autumn the meetings had been held quarterly. By the School Act, as amended in 1877, they must be held at least twice a year, and the Institute must be in session for two consecutive days.

The attendance of teachers is usually large. Hitherto the expenses have been defrayed by the voluntary contributions of the members, and there is a disposition to continue this practice. Recently I received from the Minister of Education a cheque for fifty dollars (\$50) for purposes of the Institute. I believe it will be decided to expend this sum in the purchase of a professional library for the use of the Teachers of the county, and to add to it from year to year.

III. Teachers Certificates and Salaries.—The number of teachers employed in the Rural Schools of the county during the year was seventy-seven; of these five held Provincial Certificates of the First class, twenty-five Provincial Certificates of the Second class, ten old County Board Certificates of the First class, thirty-five new County Board Third-class Certificates, and two held for a time "Interim" Certificates. The classification of the teachers of the county may be tabulated as follows:—

	Oakland	Onon- daga.	S. Dum- fries.	Brant- ford	Burford
Provincial first class	0	1	1	3	0
" second-class	1	3	6	7	8
Old Co. Board first-class	0	0	3	3	4
New Co. Board third-class	2	2	6	10	15
Interim Certificates	0	1	0	0	1
	3	7	16	23	28

At the Midsummer Teachers' Examination the number of candidates who obtained Second-class Provincial certificates in this County was ten, the largest percentage passed by any other County in Ontario, with one exception. The number of Third-class candidates examined was 56; the number passed 29. Of the successful candidates No. 3 Burford sent up 2, and No. 8 of the same Township, 1; and No. 14 South Dumfries, 1. Of the Second-class candidates in December 6 obtained certificates.

Salaries of Teachers.—There was a slight increase in the salaries of male Teachers over that of 1876. The highest salary paid to a male Teacher was, in Oakland \$525, in Onondaga \$480, in South Dumfries \$550, in Brantford Township \$600, in Burford \$500. The lowest salary paid to a male Teacher was \$300. The average salaries paid male Teachers were, in Oakland \$505, in Onondaga \$435, in South Dumfries \$447, in Brantford \$488, in Burford \$415, and for the whole County \$466. The highest salary paid a female Teacher

was \$400; lowest \$200; average for the County \$275. The whole amount paid for salaries to Teachers in 1871 was \$15,683 98; in 1877 it was \$24,802, or an increase of \$9,118.02. The following table exhibits the salaries for the last five years:

		Oakland	Onondaga.	S. Dumfries	Burford.	Brantford.
Highest salary paid	male Teachers, 1873.....	\$400 00	\$400 00	\$500 00	\$454 00	\$475 00
"	" " female " "	300 00	300 00	350 00	350 00	300 00
Lowest	" " male " "	360 00	360 00	340 00	340 00	350 00
"	" " female " "		240 00	110 00	168 00	144 00
Average salaries	" male " "	380 00	386 00	407 00	377 30	406 00
"	" female " "	264 00	270 00	203 00	242 71	244 53
Highest	" " male " " 1874.....	450 00	400 00	500 00	466 00	500 00
"	" " female " "	282 00	350 00	250 00	350 00	300 00
Average	" " male " "	387 50	386 66	424 50	391 18	438 12
"	" " female " "	282 00	278 00	203 75	248 57	260 16
Highest	" " male " " 1875	450 00	475 00	550 00	466 00	600 00
"	" " female " "	360 00	400 00	300 00	300 00	400 00
Average	" " male " "	450 00	402 00	427 70	408 10	461 00
"	" " female " "	258 00	337 50	205 00	258 00	259 00
Highest	" " male " " 1876	450 00	450 00	550 00	550 00	600 00
"	" " female " "	400 00	400 00	260 00	300 00	400 00
Average	" " male " "	400 00	416 00	421 00	408 00	470 00
"	" " female " "	261 00	337 50	255 00	250 00	287 00
Highest	" " male " " 1877	525 00	480 00	550 00	500 00	600 00
"	" " female " "	400 00	400 00	300 00	350 00	400 00
Lowest	" " male " "	525 00	400 00	350 00	300 00	300 00
Average	" " male " "	525 00	455 00	447 00	415 00	488 00
"	" " female " "	322 00	257 00	550 00	254 00	284 00

IV. Grants for Schools.—The Municipal and Legislative grants for the year aggregated \$5,594. Besides this amount for School purposes the Schools of the Township of Brantford derived from the interest on invested surplus, \$3,910.10; the Township of Burford, from the same source \$1,108.60, and from Clergy Reserve Fund, \$224.34, making a total for that Township of \$1,332.94; and the Township of Oakland, from interest on surplus and Clergy Reserve Fund \$401.83. The amount raised from Trustees School Tax on property was, for the whole County, \$23,695. Several Sections in Brantford Township are altogether free from local taxation for School purposes. The amount expended for building School-houses during the year was \$6,056.

V. School Population, Classification and Studies.—The number enrolled in the Public Schools of the County between the ages of 5 and 16 years was 4,896. The number of those in the first class was 1,386, in second class 1,084, in third class 1,494, fourth class 848, fifth class 359.

The following table shows the number engaged in the more important branches of study during the last three years:—

No. in Arithmetic.	No. in Geography.	No. in English Grammar.	No. in Composition.	No. in Botany and Chemistry.	Modern History.	Ancient History.	Human Physiology.	English Literature.	Natural Philosophy.	Algebra.	Geometry.	Mensuration.	YEAR.
4659	4284	2902	2414	306	1865	76	375	40	80	347	152	298	1876
4388	5160	2934	2197	272	2434	106	500	71	41	336	121	236	1875
4563	5171	2832	2832	272	1758	252	398	74	52	400	229	229	1877

Considerable attention is paid to etymology in several of our Schools, but not so much is paid to drawing—a very useful art that ought to be encouraged. The introduction of industrial drawing into England was the result of an effort to improve the character of English manufactures as compared with those of surrounding nations. With a similar end in view

Massachusetts was the first of the United States, by Legislative enactment, to introduce the subject of drawing into all the Public Schools of the State. New York, the second State of the Union, recognizing the importance of industrial drawing in popular education, by recent Legislative Act, has placed drawing on the list of studies for her Public Schools. This Act, passed in 1875, makes the teaching of drawing imperative in the Normal and Model Schools and the Public Schools in the Cities in that State, and it is strongly recommended to be taught in the rural Schools. Many are deterred from the attempt to draw from the mistaken notion that talent for drawing comes by nature and is not the gift of instruction, while the fact is anyone who can write can draw. In a few of our Schools map drawing is fairly done and drawing from cards, but mechanical drawing is neglected. One reason alleged for inattention to this subject is want of time. Music, like drawing, is not generally or systematically taught. In two or three Schools there are musical instruments on which the pupils practise occasionally, and in several there is singing either during or at the close of the exercises, but there is nothing like effective cultivation of the art anywhere. The reason, no doubt, is that as music and drawing are commonly regarded as ornamental branches neither parents nor teachers give them the attention they really deserve and receive in most European countries, but particularly in Germany, where scholarship is not only general but thorough.

VI. School Attendance.—The attendance usually varies with the character of the School. Where the Teacher is active and enthusiastic in the work and has won the sympathies of his pupils, the attendance is regular, but where he is indifferent it falls off. The School must be made pleasant and attractive to pupils, and the work done there profitable to them if we would secure good order and regular attendance. I have recommended teachers and trustees throughout the County to use monthly reports to parents, setting forth the attendance, conduct and class-standing of their children as a means of curing this evil. These are now used in some but not in a majority of the County Schools.

The aggregate attendance for the first half of the year was 305,688 ; average do. 2,426. For the last half the aggregate was 201,025 ; the average, 2,139.

VII. High School Entrance Examinations.—The number of candidates examined for entrance to the Collegiate Institute in July was 54 ; number passed, 27. Number examined in December was 57 ; number passed, 34. Of these 40 had received their training principally in the Brantford Public Schools ; 1 in the Collegiate Institute ; 1 in No. 1, Brantford Township ; 2 in No. 4, Brantford Township ; 1 in No. 5, Brantford Township ; 3 in No. 9, Brantford Township ; 1 in No. 16, Brantford Township ; 2 in No. 20, Brantford Township ; 1 in No. 4, Oakland ; 2 in No. 2, South Dumfries ; 1 in No. 4, South Dumfries ; 1 in No. 7, Burford ; 1 in No. 8, Burford ; 1 in No. 25, Burford ; and 3 in the Norwich School. 2 pupils from S. No. 3, Burford, wrote for and obtained Third-class Certificates ; and 1 from No. 8, do.

VIII. School Accommodation and School Premises.—In the matter of School accommodation and the improvement of School grounds, there has been a steady advance during the last six years—a fact which the following table may serve to illustrate in a succinct manner :

MUNICIPALITIES.	Houses.		Material.				Sites.				School Libraries.			Est. Val. of School Property.								
	Adequate.	Inadequate.	Enlarged.	Built 1875.	Stone.	Brick.	Frame.	Concrete.	Log.	Adequate.	Inadequate.	Freehold.	Leased.	Inclosed.	No. Libraries.	No. of Vols.	No. of Maps.	Of Libraries.	Of Maps.	Of School Desks.	Of Houses, &c.	Total.
Oakland	2	1	..	..	1	2	..	..	..	3	..	3	..	3	1	107	34	\$100	\$101	\$300	\$5200	\$5726
Onondaga	3	2	..	1	..	3	2	..	..	4	1	4	1	4	5	511	51	330	185	543	7670	8790
South Dumfries	12	0	..	1	..	11	1	..	..	11	1	12	..	..	5	508	133	337	348	1735	16138	21710
Brantford	16	3	..	2	1	12	3	2	1	17	2	18	1	1	12	2258	211	1320	1008	2661	31705	36698
Burford	18	4	..	..	..	3	18	1	..	17	5	21	1	..	6	869	219	445	669	2471	19975	24414
	51	10	9	4	2	31	24	3	1	52	9	58	3	7	29	4253	648	\$2532	\$2311	\$7710	\$80688	\$97338

IX. School-houses.—In the Township of South Dumfries all the School-houses are now adequate, and all of brick except that in School Section No. 3, on the Governor's Road, which is frame, but comparatively new and in good repair. The grounds, too, are in good order, planted with evergreen and other trees, and are well fenced; what is needed here is a good School library. In School Section No. 27 a fine brick School-house with paved basement and cupola has been erected, after the model of that recently built in School Section No. 2, in the same Township. The cost was, I believe, in the neighbourhood of \$2,000. The house is a credit to the Section, and so is the School. The grounds of the School in School Section No. 11 are now inclosed, and when a library is provided the School-house there will be worthy of the garden of the County. A new frame School, very much needed, was erected during the summer in School Section No. 21, Burford. The site of the house in School Section No. 15 has been changed, and ample grounds provided; that in School Section No. 3 has been fitted up for two Teachers. Some repairs were made during the summer in Burford Village School-house, but the primary School-room needs to be thoroughly overhauled. This School is in a prosperous condition, as are the Schools in Princeton, Scotland and Harley. Most of the School-houses in the Township of Brantford are excellent, with spacious play-grounds, trees, &c., and here, too, are most of our Model Schools, with clean, well-behaved and sharp scholars, and active, enterprising and progressive Teachers. But improvement is much needed in a few Sections in this fine Township. In Oakland all the School buildings are adequate, the grounds enclosed, and peace and progress prevail. Onondaga moves with the other Townships, has the largest School-house in the County, and a number of good Schools.

X. Libraries and Museums.—"Words are the only things that live for ever," said Hazlitt, the distinguished English critic and essayist, and if true of words, this seeming paradox must be truer still of books, in which words are preserved like flies in amber. Our libraries are increasing, I am glad to say, and every boy and girl in the County will, I trust, ere long enjoy the opportunity for self-culture. In 1872 the number of Public School libraries in the County was nineteen—number of volumes in them, 1,298. In 1877 the number of libraries was thirty—number of volumes, 4,921—8,590 are reported as having been taken out during the year. In the possession of libraries, Brantford Township excels all the rest, as it does in School museums, of which it has four. But in nothing else, perhaps, has there been more marked improvement during the last few years than in our Teachers. It is to them in combination with the intelligence and public spirit of the Trustees and people of the County that the credit for the extension of School libraries, the erection of commodious School-houses, the ornamentation of School grounds and improved methods of teaching is mainly due. A more respectable and intelligent class of young ladies and gentlemen generally, than the Teachers of the County of Brant it would be hard to find.

XI. Sabbath Schools and Libraries Therein—Number of Sunday Schools in the County, 82; of teachers, 757; of scholars, 6,627; and 14,688 volumes in the collective libraries.

XII. Public School Examination and Prizes.—The number of Public School examinations held during the year was 156; number of Schools in which prizes were distributed, 25.

XIII. School Visits and Lectures.—The number of School visits was as follows: Inspectors, 147; Clergymen, 66; Municipal Councillors, &c., 30; Judges, &c., 4; Trustees, 245; others, 896; total, 1,388. Lectures—35, by Inspector; 4, by others; total, 39. I think I have stated in the foregoing pages the main facts for the year in connection with the Public Schools of the County.

CITY OF BRANTFORD.

The Public Schools of the City of Brantford are still progressing favourably. Examinations of the pupils are held monthly, in writing in the more advanced divisions, and orally in the lower ones. These examinations are conducted by the teachers of the respective divisions, and are quite distinct from those made by the Inspector, weekly in the central, and monthly in the ward schools. In addition to these, there are two half-yearly examinations, in which Inspector and Teachers are joined, for promotion and prizes. The highest division in the Central School, which is taught by the Principal, is examined at the same time on the Collegiate Institute entrance papers. The following was the result of the two half-yearly examinations.

I. Central School.—40 pupils of the Central School passed the Collegiate Institute entrance examination during the year.

Divisions of Same School, Grouped.

Div.	No. Examined.	No. Promoted.	Percentage.
2	84	46	55
3	90	57	63
4	99	57	58
5	101	77	76
6	69	55	79
7	68	61	89
8	61	41	67
9	57	44	77
10	60	48	80

II. East Ward School.

1	33	20	61
2	58	7	12
3	59	36	61
4	50	43	86

III. North Ward School.

1	28	21	75
2	41	19	46
3	51	44	86
4	42	41	97

IV. King's Ward School.

1	22	9	41
2	14	11	78

Totals.....	1,087	737	
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Nos. 2, 3, 4, 5, in the Central School embrace all the divisions from Mr. Chasgrain's and Miss Gillin's down to those of the Misses Middlemiss and Alexander, pupils of the same grade being classed together.

The amount received from the Government grant was \$1,044; from municipal grant, \$12,156; from book fees, &c., \$1,367.88; the amount paid in salaries to teachers, &c., \$8,175.37; for building and repairs, \$3,988.70; for prize books, \$16 45. The balance on hand at the end of 1877, was \$610 90. The highest salary paid a male Teacher was \$1,000, the lowest \$600. Average 733 $\frac{1}{3}$. The highest salary paid a female Teacher was \$450, the lowest \$200. Average \$266.44. Seven of the Teachers were trained in the Normal School. Two hold First-class Provincial Certificates, fourteen Second-class Provincial Certificates, and nine new County Board Third class. The number of children in the municipality according to the Assessor's roll, between the ages of 5 and 16 years, was 3,065. The number of those enrolled in the Public Schools was 1,968. Total number enrolled was 2,008, boys 1,048, girls 956. The average attendance for the past half of the year was 1,213, for second half, 1,228; 609 were in the first class, 407 in the second, 667 in the third, 216 in the fourth, and 106 in the fifth. 1,721 were in writing, arithmetic, and geography, all in music and grammar, 1,400 in object lessons, 949 in grammar, 84 in chemistry and botany, 322 in Canadian and English history, 84 in general history, 322 in hygiene, 118 in geometry, mensuration and bookkeeping, 468 in drill. The Schools are all opened with prayer, the pupils in the Ward Schools meeting in the room of the principal, who reads the prayers in the presence of the assistant Teachers. The ten commandments are taught in all the Schools. The library has not been increased since the date of my last report; it contains 668 volumes, and

2,512 were taken out by the pupils during the year. It is the intention of the Trustees to add shortly about \$400 worth more of books to it. The members of the Board take a very active interest in the Schools, visit them frequently, and are always ready to do anything or grant anything that may contribute to their welfare. They are constantly making improvements in the furniture and equipment of the School-rooms, and the adornment of the grounds. Recently the Central School was furnished with two neat and commodious brick outhouses, which were much needed. Gymnasias are still wanted there, and I have no doubt will be supplied, so soon as the finances of the city will warrant the expenditure. The physical education of the boys and girls of Brantford has been too long neglected. It is just as important a part of their training, and just as necessary to their future well-being, as their intellectual or moral culture is. The Roman poet was right, when he prayed for a sound mind in a sound body.

Private Schools.—The number of private schools in the city, so far as I have been able to learn, is 5, with something more than 20 Teachers and an aggregate attendance of 225 pupils.

Sunday Schools.—The number of Sunday Schools is 19, with about 280 Teachers and 3,100 pupils.

Libraries.—The number of Sunday School libraries is 19, number of volumes in them 6,800.

The library of the Mechanics' Institute is in a flourishing condition, although it is not so well patronized as it deserves to be. It contains the Encyclopædia Britannica, Chambers' Encyclopædia, and a large and valuable stock of books of reference and of the mechanic arts. The whole selection, embracing 2,819 volumes, is an admirable one, and a credit to the managers of the Institute. The Rev. Dr. Cochrane is President, and James Woodyatt, Esq., is Secretary and Librarian.

Collegiate Institute.—The Brantford Collegiate Institute still maintains its place as one of the foremost institutions engaged in the work of higher education in Ontario. The number of students now in attendance is between 180 and 200—a large percentage of them being from a distance. At the last midsummer examination, the following students of the Institute obtained Second-class Certificates:—Charles Filkens (2nd B), Julia Grace (2nd B), Mary J. Middlemiss (2nd B), Agnes Meggait (2nd A). Charles Maybury and Thomas Thomson passed the "Intermediate" Examination. 16 passed Third-class Examination.

At the December examination, the following obtained Second-class Certificates:—Henry Hoover (2nd A), J. D. Webster (2nd A), J. A. Dale (2nd B), Kato Marquis (2nd B), Jennie Sutherland (2nd B). Intermediates:—Louis Heyd, A. Mills, R. K. Sproule, Wm. Snider, Thomas Inglis, S. E. McCulloch, A. Langford, C. Glass, E. Sinon, J. Robertson, S. Fisher, J. Lawson, R. McPherson, Laura Kimpton, Sarah Duncan, Kate Long, Addie Todd.

The number that passed the "Intermediate" in July was 11, in December 22.

At the matriculation examination in June last, in Toronto University, out of 69 candidates, S. F. Passmore, of the Collegiate Institute, gained the second classical scholarship, the Brant County scholarship, took sixth place in first class mathematics, second class honor in English, second class honor in French, and first rank in general proficiency; and John Alexander, another pupil, passed successfully the matriculation examination.

In the Victoria University, J. B. Freeman, of the Institute, gained the first classical scholarship and took first-class in mathematics.

In the University of Trinity College, Geo. Sage obtained the second proficiency scholarship; and at the University of McGill College, R. Leonard won the first rank at Senior Matriculation in Civil Engineering.

We doubt if there is another collegiate institute in Ontario which can show a better year's record.

During the winter, Professor D. C. Bell gave a series of Readings for the benefit of the students, and out of the proceeds arising therefrom, a library of about 100 volumes, chiefly valuable books of reference, has been purchased for the use of the Institute. A piano, price \$350, has also been purchased for the Assembly Hall, and paid for out of the proceeds of the entertainments got up and conducted by the masters and students. All things considered, the greatest credit is due to the indefatigable rector and masters of our excellent Collegiate Institute for their successful efforts in behalf of superior education, and to the Board

of Trustees, who have encouraged and supported them in a cause so worthy and in a work so useful to the city and surrounding country.

Young Ladies' College.—This Institution is still under the same management and direction as it was at the date of my last report, and is doing its work in a manner satisfactory to its patrons. There are 60 boarders, and those, with the day-pupils, aggregate an attendance of about 100. There is a complete staff of accomplished instructors, and the course of instruction extends, in the preparatory department over two years, and in the collegiate over three years. The subjects of instruction are those usually pursued in similar institutions elsewhere, and embrace English, mathematics, classics, French, Italian, German, music, painting, and drawing. There are special lectures on elocution, literature and philology. The number of graduates last midsummer was 13. The premises are correctly described in the College Calendar as follows:—

“The location secured for the College is all that can be desired as a home for young ladies. While offering the most complete retirement for study, it is at the same time within easy walking distance of the principal business streets of the city, and commands a view of the surrounding country that cannot be surpassed for extent and beauty. The house has been finished with a degree of elegance but seldom seen in first-class residences, much less in public institutions. The grounds, extending to three and a half acres, are beautifully laid out, and everything provided that can conduce to the health and comfort of the pupils.

“The building, which is throughout heated with steam, lighted with gas, and provided with bath rooms, has been suitably furnished, and no expense spared to render the College at once attractive and comfortable.”

The County Model School opened in August with an attendance of 19 students, 18 of whom had just passed the third-class non-professional examination. The School was in operation for two months, under the management of the Principal of the Central School, who gave instruction in the prescribed subjects of the professional course. All the candidates passed the examination at the close of the session, and are now engaged in teaching in the Schools of the city and county. For the support of the School, the Ontario Government gave a grant of \$100, and the County Council a like sum. It will be seen from the facts above stated, that the City of Brantford enjoys exceptional advantages in the matter of educational facilities, and is rapidly becoming one of the most important centres of intelligence in the Province.

COUNTY OF LINCOLN.

J. B. Somerset, Esq.—While every year's struggle with the difficulties to be overcome in the efficient administration of our School system shows some of the obstacles to have been happily removed, there are yet some that obstinately resist the successive waves of improving effort, and stand out with the distinctness given by yearly increasing isolation.

During the last six years, we have seen the almost entire removal of such obstacles to progress as (1) the low educational standing of the Teachers; (2) the lack of means for professional training; and (3) the imperfect equipment of the Schools in those things that relate to the comfort of the pupil and their teaching, by means of proper apparatus. We are at present enjoying the fruits of the wise legislation and the faithful effort to give it due effect, that has produced these reforms. But we cannot consistently stop here; there yet remain evils to be removed that have proved themselves sufficiently formidable to resist all attempts hitherto made for their removal, and to the consideration of these we must address ourselves in the future. The first of these is the irregular attendance at the Schools.

It would be superfluous to give any figures here to show the magnitude of this evil and the comparative failure of all efforts hitherto made to overcome it; successive reports have presented this subject so fully, that there remains only for consideration the means to be employed to remove it or mitigate its effects. I shall not attempt here to offer any observations on this point more than to express my conviction that the subject calls loudly for judicious legislation.

The next obstacle to progress that stands comparatively unaffected by efforts to reform, is the lack of permanence in the position of the Teacher. There are few that would desire to see this reform carried so far as to leave a School in charge of the same Teacher for a lifetime. I believe that judicious and timely changes infuse new life and vigour into the management of the School. But the evil consists in the frequent changes that occur from caprice or false

economy, and it is an evil that has proved itself exceedingly tenacious of existence, while the march of public opinion in opposition to it has been discouragingly slow.

The most noticeable incident connected with educational progress during the year was the establishment of County Model Schools for the training of young Teachers. This was a step long called for, and it seems to have met with almost universal approval. The clearness with which the results of this step will present themselves to the popular mind, indicate that it will become a prominent feature of our educational system.

The number of students who have received the benefit of a training at the School here during 1877, was 26 ; of whom 22 were in charge of Schools at the commencement of the year.

The recognition of Teachers' Associations was another important step that will be fruitful in good results.

The assistance afforded now to these conventions will prove of great value in providing them with professional libraries, and in securing the attendance of persons capable of conducting the Institutes that form an important feature in their management.

The consolidation of the School laws and the regulations in force under their authority, and their distribution in manual form to Trustees, which is understood to be the intention of the Department, will prove of great value in enabling School officers generally to become acquainted with the laws under which they act.

COUNTY OF WELLINGTON—NORTH.

A. D. Fordyce, Esq.—In 50 Schools, change of Teachers took place at the end of 1877, of the Teachers employed in place of these, 20 had received Model School training: 18 in Wellington, one in Simcoe, and one in Perth:—and, to the advantage thus obtained, I look with no small confidence for increased ability in discharge of untried duties.

Only one new School-house was erected in 1877—a concrete building in Section 13, Maryboro'—the School was closed first half of the year. At the end of October I sent special notices to 21 Schools of additional accommodation being required by present Regulations, either inside or outside or both. Steps have been taken in several cases for building next season ; or, for enlarging, where a separate apartment is required. In the beginning of November, I sent cards (of which I enclose one) to the Trustees of all Schools in my District respecting monitorial assistance, which to a great extent had been previously neglected. In terms of instructions, monitors were employed in several Schools towards the close of the year and in several, temporary appointments have been made for 1878.

Attempts are being made to establish Union School Sections—under late provision of the law—one between Maryboro', Peel and Arthur:—another between Proton, Egremont (in Grey) Luther and Arthur (in Wellington). In consequence, delay may have been occasioned for a little, in carrying out instructions respecting building in some Sections ; and added to this, in others, through probable immediate re-arrangement of school territory in Amaranth, the Township Council, I imagine, being rather reluctantly driven to this,—from dissolution of Union School 8 Amaranth and Mono, already referred to, and strong desire on the part of some, to have a School in Waldemar in Section 5. I trust, however, no delay of much moment, will be the result of arrangements on this head.

I do not know that there have been more than the ordinary number of troubles and cases during the season. Some, not satisfied with my decision, may have applied to yourself. I have endeavoured, in no case, to appear over-exacting in carrying out provisions of the law ; in fact, I have probably erred rather in the other direction. One case came before the County Council by appeal in June, but was laid over until subsequent meeting. It was not, indeed, appeal against recent action of the Township Council but arising from settlement two years since, of a matter considered by Appeal Committee, and its advice approved of by the County Council. It will probably be taken up this month—by Committee appointed at January meeting of the County Council—the sooner it is set at rest the better it will be for the several sections concerned.

I would very much like to see a Manual for School Trustees, embodying the complete Statute School Law and all Regulations now in force. Such a work is constantly called for, and if I do not mistake, its preparation was contemplated some time since, and may perhaps be in progress.

I now come to notice the Village Schools.—In the rural schools, I have had reason

very generally to be well satisfied with the teachers in their work. As a matter of course, there have been some exceptions. Some teachers not having given the satisfaction they might have done, and others doing, I believe, even more than could be reasonably demanded or expected. In some cases too, School Trustees have shown praiseworthy disregard of cost where they felt that such and such improvements were really necessary. It would be needless to say that some cases where an opposite spirit has been shown, have not been wholly wanting. I hope the balance of activity and success has greatly preponderated over doubts and hesitating inefficient action.

MOUNT FOREST VILLAGE.

The School here, under the management of a new Principal, has been successfully carried on. The well deserved reputation of the Principal has been fully sustained, and entire harmony has existed among the Teachers in prosecution of their work. I may add that the action of the Board of School Trustees has also been considerate and judicious. The duties devolving on the Principal from his having charge of the training of the Model School students for two sessions, were arduous and onerous ; but the result has been eminently satisfactory, while the ordinary local School work does not appear to have suffered materially. From the great majority of those admitted at the end of the year to the newly established High School, having been pupils of the Public School up to the Examination, it would appear conclusively that such must have been the case. Two of the Model School students were selected for the year 1878 to take charge of two of the Departments, where changes were expected. One of these acts in conjunction with another lady who had formerly charge of the lowest Division, and whose experience might be helpful to one newly commencing the work ; while the heavy burden of a large attendance might beneficially be shared until separate apartments are available. The arrangement has worked well, but I am happy to say that the Board of Trustees have now entered into contract for the erection of a large additional building during the coming season. One remarkably efficient Teacher resigned at the end of the year, but the character of the Teacher appointed in his place appears to offer a guarantee for no loss occurring to the scholars from the change.

ARTHUR VILLAGE.

Whether owing to stringency in money matters, or from whatever cause, one could have desired the exhibition of more zeal and interest than has been apparent in the Public School during the year. I believe it would be wrong rashly to blame parties who may have been mutually discouraged by feeling that whatever efforts they did make, were not rightly appreciated. Improvements in various ways were wanting, and continued wanting, but a brighter prospect, I believe, may be entertained for 1878. Without disparagement to former Teachers, the superior experience of the Principal selected gives reason to believe, with a good record in every respect besides, that under his care, the School will take a higher standard than it has yet done. The Assistant Teacher also came well recommended ; the Monitor previously employed remaining as well. The Board of Trustees, by liberality lately shown, are not likely, I think, to let needed improvements for accommodation or comfort, remain much longer wanting.

HARRISTON VILLAGE.

The School, under the efficient charge of the same Principal, as in the former year, has continued in a good state. Two or three Departments parted with their Teacher at midsummer, and those appointed in their place, being reappointed for 1868, the presumption sustained by fact, is that satisfaction was felt. The Teacher of the lowest Division resigned at the close of the year. Several of the scholars in the highest Department were successful candidates at last County Board Examination, and are now taking charge of Schools themselves. The new School building has four admirable class rooms. The out-house has been reconstructed, and, in all probability, next year will see the fence completed. One room in the old School-house continues to be made use of. Both buildings are within the same grounds.

CLIFFORD VILLAGE.

The School has now three regular Departments ; a certificated Teacher having been obtained for the lowest Division after midsummer. All the Teachers have been working with more or less activity and success—perhaps somewhat less than might have been under different arrangements than were made when the last appointed Assistant Teacher was employed. Even, where from some cause, there has not been so much success as might naturally have been anticipated, it certainly has not always been owing to inactivity, or any lack of anxious desire on the part of such Teacher for success. Outside influences sometimes unconsciously militate against internal strenuous exertions.

DRAYTON VILLAGE.

This School is favoured with a Principal who is in himself a model of quiet, systematic and effective working. During part of the year he was very ably assisted by the other Teachers. One of these, however, left at midsummer, and subsequently matters in that Department were not equally satisfactory. The great drawback to improvements in each is lack of means. A considerable outlay is required for the efficient working of the School in accommodation and appliance, and this is wanting. The scholars are apt, intelligent, and many of them are diligent and successful.

I think I have noticed all that seems necessary in the meantime. What another year's record shows, will of course depend in a great measure on the Teachers. Some very good appointments indeed have been made in filling up vacancies, and the experience, as already remarked, acquired at the Model School ought, and, I have no reason to doubt, will, in the majority of cases, be found to operate most happily.

COUNTY OF GREY—EAST.

Andrew Grier, Esq.—I propose to consider,—

1. The defects of the present system.
2. Township Boards.
3. School-houses and the class of certificates held by Teachers.
4. Visits.

1.—*The defects of our present system* consist chiefly in the licensing of inexperienced Teachers. Boys and girls from sixteen to twenty years of age have now charge of a great majority of our Public Schools. The education, care and training of our children are committed to the Teacher during School hours.

2.—A Teacher possessed of scholastic attainments, without training or practical experience, cannot, when first taking charge of a School, discharge the onerous duties of his calling efficiently.

3. The School Act of 1871, the Consolidated Act of 1874, and the Regulations in accordance with and under the authority of the above in part recited Acts, give us a new set of inexperienced Teachers every three years. It is well known to those who are intimately conversant with the licensing of Teachers that a great majority of our Third-class Teachers having taught for three years, are not able to obtain a Second-class Certificate, and, in consequence of which, are compelled to quit the profession, and others, without training or practical experience, take their place, and become Teachers during the probationary fixed term of three years, then fail to obtain a higher grade of certificate.

4.—This system has been in force since 1871, and the result has been to damage and retard the advancement of our Schools more than all other causes combined.

5.—The theory of any branch of education, science or art, is useful, but what is it when compared with a thorough practical knowledge of the same subject? A young man might be taught the theory of farming in all its varied departments, but if called upon to perform the practical part without any previous experience, how would he perform it?

6.—A person must necessarily possess a thorough knowledge of any science or art before he is able to impart it to others, but after having been licensed, and having taught during the probationary term of three years, his three years of practical experience make him no worse

teacher than he was without any experience. I think you will agree with me when I say that three years of practical experience in the actual performance of any kind of work (and teaching is no exception to the general rule) is worth a great deal in maturing, developing and preparing the mind for any kind of particular work.

7.—The Amended School Act of 1877 and the Regulations now in force will, in my opinion, remedy this defect.

1. *Township Boards*.—Township Boards would be a great improvement on the present system of School Section Boards, and, perhaps, less expensive, when matters connected with Section Boards are fully taken into consideration.

2. There are too many School officers; four at least in each School Section, and in some cases five; three Trustees, a Secretary-Treas., and Collector of School-rates. The average salaries of Secretary-Treasurer will be about ten dollars per annum, and the collection of the rates about the same, or perhaps a little more. In one or two cases which came under my notice the collection of rates cost fifty dollars. It is well understood that five men can transact business as well, if not better and more expeditiously, than forty or fifty, when their administrative capabilities and intelligence are equal.

3. In a Township like Euphrasia, with twenty-one Schools, having at least eighty School officers administering the business of twenty School corporations, the whole School business of the Township could be done better and with less expense, taking into consideration the loss of time of eighty men compared with six, and the money paid to Secretary-Treasurers and Collectors, and the mistakes and irregularities, to say the least of it, connected with the financial statements of Section Boards.

4. There are other advantages to be derived from Township Boards greater than dollars and cents.

5. The Schools under Township Boards could be graded, and Teachers employed to suit the Schools, which at present is very rarely done.

6. Under the present system, one-third of the Schools are hardly able to employ competent Teachers, or, if able, are unwilling to do so. The Trustees, in nine cases out of ten, will employ the Teacher who asks the lowest salary, no matter what class of certificate the applicant holds.

7. It is a well-known fact that about one-third of the time spent in session by Township Councils is taken up in discussion of school questions, such as the boundaries of School Sections, the erection of School-houses, and the settlement of School disputes.

8. I have merely submitted Township Boards to bring the matter before you for future consideration, hoping in a few years you will see your way clearly to make Township Boards compulsory.

School-houses, Collingwood.—There are 15 School-houses, 5 log, 7 frame, 2 brick, and one stone; 20 Teachers employed in 1877, 15 holding Third-class Certificates; 3 Second-class Provincial Certificates, and two Old County Board Second-class Certificates.

School-houses, St. Vincent.—There are 16 School-houses, 6 of which are frame, 6 brick and 4 stone. There are 18 Teachers, of whom 15 are Third-class female Teachers, 2 Second-class Provincial Certificates, and one Third-class male Teacher.

School houses, Euphrasia.—There are 21 School-houses, 3 of which are log, 9 frame, 4 brick, 4 stone. There are 28 Teachers employed, 20 of whom hold Third-class Certificates, and 8 Second-class Provincial.

COUNTY OF GREY.

William Ferguson, Esq.—School-houses.—In the 97 organized sections of my District, there are as many Schools, with 99 School-houses, 94 being for Public and 5 being for Roman Catholic Separate Schools.

These latter are located—3 in Glenelg, 1 in Normanby, and 1 in Proton, and are all Log buildings, my visits to which, with my remarks thereon, were duly reported to you early last year.

Of the former, the Public Schools, 12 are of brick, 27 of stone, 1 concrete, 36 frame, and only 18 of log.

Teachers.—The total number of Teachers in these Schools and their Departments is 104, graded as follows:—Provincial Class I. 2; Provincial Class II. 12; Old County Board Class

I. 2 ; Old County Board, Class II. 1 ; New County Board, Class III. 87 ; there being 60 male and 44 female Teachers, of whom 50 are given as Presbyterian, 29 Methodist, 11 Episcopalian, 8 Roman Catholic, 5 Baptist, and 1 is simply given as *protestant*.

Specialties.—The past year has been marked by three peculiar characteristics :—The establishment of County Model Schools, the official formation of Teachers' Associations for each Inspectoral District, and the initiation in this County of uniform and concurrent promotion examinations in the Public Schools at the close of each term.

Model Schools.—In reference to them, I think they are certainly likely to supply wants long and painfully felt by the members of our County Board of Education, namely :—1. Some means of imparting and of developing that indispensable qualification of the Teacher's "*aptitude to teach*" which attendance during one or two sessions at an efficient Model School is likely to evoke. 2. An opportunity, by individual examination to test and ascertain, not only by the literary acquirements of the candidate, but what is more important in the public interests, his capability of imparting instruction, as well as his probable faculty for the due government and discipline of a School before he is duly authorized to take charge of such, inasmuch as we may find a person versed in classics and higher mathematics, yet by no means expert in communicating knowledge from either of those sources. Hence, and inasmuch, as there exists a great difficulty—if not an impossibility—of sending all would-be Teachers to any general or central Provincial institution, the necessity for *County Model Schools* is more apparent, and their efficient support and their success more necessary and desirable.

Teachers' Associations.—These being now officially recognised, and attendance thereat superseding the "*visiting days*" heretofore allowed to Teachers, will afford opportunities for mutual interchange of ideas, the discussion of educational topics, and the illustration of more approved methods ; will largely correct the disadvantage of the isolation so incident to the Teacher's daily work, and will be a means of imparting more vigour and energy to the profession.

Allow me here to thank you for the grant of twenty-five dollars (\$25), for and on account of the past half-year, which I have no doubt will greatly stimulate efficiency and success.

Promotion Examinations.—The other specialty to which I would briefly refer, is the uniform and concurrent promotion examination of the Public Schools, introduced at the close of the year ; this measure appears to have met with much success in some two or more Counties, and the County Council of Peel, whence we introduced it, has made full provision for its being successfully carried out. The natural desire for promotion is a useful element in Schools as an incentive to study, and, in the hands of the skilled and honest Teacher, is an important factor in securing diligence and attention to work ; on the other hand, an improper gratification of this natural desire, by premature promotion of the pupil, frustrates the whole design of the course of study, retards the due development of the mental and intellectual faculties, sacrifices the substance for a shadow, and produces a fungus instead of a fruit. To protect alike both parent and pupil, to assist the honest and diligent Teacher, as well as to aim at directing the less experienced in securing a proper organization of the Schools on a uniform basis ; at the same time to remove the temptation to arbitrary and irregular advancement at the close of a Teacher's term, and the disagreeable and often unfortunate *turning back* of classes with the entrance of a new Teacher, we have hailed the idea as a good one, and have taken the earliest opportunity of acting on it, and so far, it has received the hearty and almost unanimous approval of the Teachers in my district.

Township Boards and Section Accounts.—I will just refer to these subjects, as I have on former occasions more fully alluded to them. Many of the Trustees' Financial Reports bear evidence that they have been correctly reported and carefully audited, yet in many other cases they display such utter incompleteness or even gross carelessness, that waiving all other arguments, I would almost assert that the general publication of some of these reports *locally*, would create in such Sections a demand for Township Boards, and a Township audit of all School accounts.

COUNTY OF PERTH—SOUTH.

John M. Moran, Esq.—School Sites, Buildings, &c.—With only four or five exceptions, the School-houses of South Perth are very good. The one in S. S. No. 9, Blanchard, is a model

of neatness, simplicity and solidity, and was finished during the year. In Sections No. 4 South Easthope, and No. 10 Downie, the Trustees are about to build commodious edifices during the coming Summer (1878). In No. 10 S. Easthope, No. 5 Downie, and No. 4 Fullarton, suitable partitions have been erected, dividing the School-houses into two rooms each. Very few of the sites are over half an acre in extent. Only one (that in No. 3 Downie), has been enlarged during the year. There had been some difficulty about the title, which prevented its having been done sooner. It now contains one-half, whereas it formerly contained only one-fourth of an acre. We are very backward all over the riding in the matter of shade trees. School-house No. 6, Blanchard, stands on a very pretty site, which the Trustees have planted with plenty of trees, but they are still very small. No. 5, Hibbert, has also some very nice trees, and in course of time will have a very beautiful site if the planting and caring for the trees are continued, as I have no doubt they will be as long as the present Teacher remains in charge. This Section (No. 5 Hibbert) and No. 6 Downie are the only ones that have a Teacher's residence belonging to the Section. Almost all our Schools are provided with wells and other conveniences.

Number of Teachers.—On entering upon the duties of my office, I found quite a number of Sections had been quite heedless of the Regulations in this respect. Nos. 1, 2 and 11 Blanchard, No. 5 and 6 Downie, Nos. 1 and 4 Fullarton, Nos. 3 and 10 South Easthope, and No. 2 Hibbert were behind in the number of Teachers. Four of them have since come into line, and the others are gradually (in some cases rather too gradually) following their example. I find it an intensely disagreeable task in some places to get a little done in this direction, and were it not a part of my duty I would abandon the effort altogether.

Certificates, Supply of Teachers, &c.—Nearly all the male Teachers in the South Riding get very fair salaries. The lady Teachers in Nos. U. 2 and 3 Hibbert, Nos. 1 and 6 Blanchard, and No. 8 Downie, also receive large salaries, and deserve them. Mr. J. W. Donaldson of S. S. No. 4 is in receipt of the highest salary in the South Riding, namely, \$600. The Third-class Teachers turned out by our County Model School have given good satisfaction in almost every case, and are a decided improvement on the holders of the same class of Certificate before the Model School training was added. I am of opinion that the Province is very much indebted to Mr. G. W. Ross, Inspector of Model Schools, for the success of these new institutions. We had a plentiful supply of Teachers in this County towards the close of 1877, and believing that the Regulation which says, "a Third-class Certificate shall be valid only in the County where given, and for three years only," was intended to be observed, Mr. Alexander, Inspector of N. Perth, and myself resolved not to endorse any Certificate after the 18th of August, unless the supply within the County ran short. A few interested persons raised quite a howl about it, but although it was utterly without personal advantage or satisfaction to ourselves, I believe our course was beneficial to the Schools and to the Teachers of the County. Fifty-seven candidates passed the non-professional Third-class examination here last July, 1877, of whom forty-three obtained Certificates, and thirty six found situations within the County. Some few went to other Counties. More than half the Model School students were from the South Riding, and not a few of them were from St. Mary's High School. It would therefore be only fair to have another Model School, one for the South Riding in St. Mary's.

Teachers' Associations.—During the first half of the year 1877 there was but one Association for the two ridings of this County, but during the latter half of the year a division was effected which resulted in two very good Associations. The County Council, has, however, not yet granted any aid to either of them.

Promotion examinations have been held now for three years, all over this County, and with marked success. The County Council supplied the funds for conducting them and for purchasing prizes in connection with them. I cannot explain their beneficial effect better than by referring the reader to the table which follows. In the South Riding we have this year, March, '78, tried a new plan. Instead of having one or two meeting places only for the candidates in each Township, we have had an examination in every School-house and with very satisfactory results, for we found that although it was no light task to get the examination papers distributed to so many places, it was much easier to do so than to take the children to the distant places of meeting. We used also *numbers* instead of the names of the Candidates, after the plan of the intermediate examinations, and found them to work even better than we expected.

Promotion Examinations.

TOWNSHIPS.	No. of successful Candidates.		
	1875	1877	1878
Blanchard	19	122	153
Downie	6	76	124
South Easthope	1	13	42
Fullarton	0	58	89
Hibbert	7	26	110
Total	33	295	518

In 1875 there were 225 Candidates examined in the South Riding, of whom 14 per cent. were successful. In 1877 there were 613 Candidates examined, of whom 48 per cent. were successful. In 1878 there were 925 Candidates examined, of whom 55 per cent. were successful. I think there could be no more satisfactory proof of the beneficial effect of these examinations.

COUNTY OF HURON—WEST.

J. R. Miller, Esq.—A very full report was presented to the Department in 1875, in which were given statistical tables showing the state of education, accommodation provided, &c., within the District. I propose for easy reference in making a comparison, to adopt the same course as in all former reports. Many of the results arrived at have been secured only after considerable labour has been bestowed, and I trust that the study of the following tables will lead to increased energy on the part of all true friends of education, so as to make our whole system more effective in producing more satisfactory results. Large sums of money are being paid annually in supporting a Public School system of which we are justly proud, and it is but right that every sum should be satisfactorily accounted for in a satisfactory manner. This burden is now much easier than during the past few years on account of the decrease of debt incurred in buying sites and in building or enlarging School-houses. These debts are nearly wiped out, and the play-grounds, with but very few exceptions, will add little expenditure. The supply of desks and apparatus is good, and hereafter the great and almost only expenditure will be the payment of Teachers.

SUMMARY OF RECEIPTS AND EXPENDITURE OF PUBLIC SCHOOL MONEYS, BALANCES, DEBTS, AND VALUATION OF PROPERTY FOR THE DISTRICT, COMPRISING THE TOWNSHIPS OF ASHFIELD, COLBORNE, GODERICH, HAY, STANLEY, INCLUDING BAYFIELD VILLAGE, STEPHEN, USBORNE, INCLUDING EXETER VILLAGE AND WEST WAWANOSH.

I. Receipts.

1. Balance in Trustees' hands, Dec. 31, 1877	\$ 4,892 64½
2. Amount received from Legislative Grant	4,201 28
3. " " " Co. Assessment	4,097 38
4. " " " Tax on Property	39,196 35
5. " " " All other sources	3,673 04½

Total from all sources in 1877\$56,060 70

II. Expenditure.

1. Total amount paid Teachers during 1877	\$37,905 25
2. Amount paid for rent and repairs, fuel, &c.	5,493 17
3. " " sites and building	6,655 52
4. " " library apparatus, prize books	361 50

Total paid during 1877\$50,415 44

III. Balance.

Balance on hand to next acc.\$5,645 26

IV. Debts.

Total amount of debts, 31st. Dec. 1877\$1,755 52

V. Value of School Property.

Estimated value of all School property\$111,303
 The value of School property as above in 1871, was..... 36,820
 Showing an increase since that time of..... \$74,483 or 302 per cent.

School Sections—School Houses—School Sites and Titles—Schools and Departments—Visits—Examinations—Prizes.—There are in all two Villages (Bayfield and Exeter,) and seventy-nine Rural Sections, of which thirteen are in Ashfield, seven in Colborne, ten in Goderich, ten in Hay, ten in Stanley, twelve in Stephen, nine in Usborne, and eight in West Wawanosh. There are twenty Union School Sections and two Roman Catholic Separate Schools. During the year a division of section boundaries was made, and two new sections formed in the Township of Ashfield. One new Section has also been formed in the Township of Hay. A house has been erected in each of these, and work began at the commencement of 1878.

In 1871 there were twenty-seven log buildings, now only four, and three of these equally good to any frame. During 1877, new houses were erected in School Sections 15 and 16 Ashfield, five Goderich, eleven Hay, two in Stanley, and a second house in the Union School Section of West Wawanosh. No. 5 Ashfield was removed and the frame being surrounded by a brick coating, is now almost equal to a new structure. There are now in the District separate class-rooms, as follows:—Ashfield, twenty-two; Colborne, eleven; Goderich, eleven; Hay, seventeen; Stanley, fourteen; Stephen, sixteen; Usborne, thirteen; West Wawanosh, twelve; Exeter, seven; Bayfield, two. Total, 125. In several other Sections temporary partitions have been used for a short time

Number of School Houses erected, enlarged or removed, thus making the expense almost equal to a new building.

	1871	1872	1873	1874	1875	1876	1877	Total.
Ashfield.....			5	3	1	1	4	14
Colborne.....			2					2
Goderich.....			2	2		1	1	6
Hay.....	2	6		1			1	10
Stanley.....		1		2	2	1	2	8
Stephen.....	3	1	3	3			2	12
Usborne.....	1	1		2	2			6
West Wawanosh.....			1	4	1	1	1	8
	6	9	13	17	6	4	11	66

The number of School-houses in the District is eighty-seven, of which twenty-eight are brick, two stone, one concrete, fifty-two frame, and four log. Thirty-four houses provide two or more rooms. There are also three Teachers' dwelling houses, one being erected during the past year.

In the District there are eighty-six school sites. Of these twenty are one acre or more in extent (several being over two acres), four are three-quarters of an acre, and the remainder the full half acre required by Regulations of 1871.

All the sites are enclosed except one. In the great majority of cases the fence is very good indeed. In several cases the play grounds require draining, levelling, and to be cleared of stumps. A gradual change for the better is taking place from year to year.

A number of Teachers and Trustees have planted shade trees and otherwise ornamented the play ground. The number of wells is nearly adequate to the wants of the District.

When my last visit was made three Sections were not provided with the necessary out-house accommodation. In each of the cases referred to, buildings have been placed in position, but the "boys" in their sport had torn down what the Section had paid for in hard cash. Surely such a destruction of public property should not be permitted. Some of these buildings are not properly kept. To form cleanly habits in the child is of as great importance as to train the mental powers. It is therefore the duty of every Teacher and one which is acted upon by very many, to see to it that everything is done that can be done to cultivate such habits in the children as shall fully prepare them for the duties of citizenship in every respect. By exercising a little care, and by the adoption of proper regulations, the Teacher in a very short time *can* remedy existing difficulties in this respect.

All the property of the District is freehold.

Including all departments taught in separate rooms, and having separate Registers, the number of schools in operation during the year was 116, viz: in Ashfield, 20; Colborne, 11; Goderich, 10; Hay, 16; Stanley, 12; Stephen, 15; Usborne, 12; West Wawanosh, 12; Bayfield, 2; Exeter, 6. Of these 115 were in operation at end of year.

The number of visits recorded during the year was 1629. By Clergymen 153, Councilors and Magistrates 33, Trustees 349, Justices and Members of Legislature 15, visitors not designated 908, Inspectors 171.

The total number of public examinations was 287. Prizes were distributed in 23 schools and at two township competition examinations.

School Population—Pupils—Accommodation—Attendance—Days.—The school population, that is all between the ages of 5 and 21 is 11512, of whom 9164 are between 5 and 16, and 5040 between 7 and 12.

CENSUS STATISTICS OF EACH MUNICIPALITY.

	Between 5 and 21.	Between 5 and 16.	Between 7 and 12.	Attending less than 4 months.
Ashfield	2089	1617	880	142
Colborne	1022	799	455	66
Goderich	1088	876	479	83
Hay	1585	1323	717	154
Stanley	1067	840	432	94
Stephen	1516	1164	724	150
Usborne	1124	915	482	94
West Wawanosh	1193	923	491	109
Bayfield	298	240	161	10
Exeter	530 ?	467	219	35
Total	11512	9164	5040	937

The whole number of children between 5 and 16 enrolled was 9084: of all other ages 377. Total 9461. The number of children attending less than four months is, I am led to believe, more than it should be, as each name has been carefully noted and given in the above statement without giving credit for removals, &c., &c. While we have reason to note improvement in this item it is certainly a lamentable fact that so many do not take advantage of the privilege, so generously placed within their reach. In order to reduce the number to a minimum I have requested Trustees to notify the parents of irregular pupils at the end of June, and again at the end of October, so that they shall relieve themselves from the necessity of prosecuting delinquent parents. Much has been done by Trustees, and I am sure that a hearty co-operation between parents and Trustees aided by the Teacher would soon give us a clear record. I have pleasure in stating that several sections have been enabled during the year to present such a record.

The schools were kept open 216 days.

Of the 9461 pupils entered on roll 807 or 8 per cent. attended less than 20 days; 1697 or 18 per cent. attended between 20 and 50 days; 2416 or 26 per cent. attended between 51 and 100 days; 2189 or 23 per cent. attended between 101 and 150 days; 1982 or 21 per cent. attended between 151 and 200 days; 370 or 4 per cent. attended between 200 days and the whole year.

Number entered on roll, Average attendance in each half year, and the rate per centum in each Municipality.

	No. enrolled.	Average first half year.	Average second half year.	Yearly average.	Percentage of attendance.
Ashfield	1618	707	554½	630¾	39
Colborne.....	751	371	351	361	49½
Goderich.....	907	416	348½	382¼	42
Hay.....	1152	586	490½	538¼	46½
Stanley.....	941	440	358	399	42½
Stephen.....	1432	605	497	551	38½
Usborne.....	1053	501½	392½	447	44½
West Wawanosh....	888	444½	345	394¾	44½
Bayfield	218	123	101	112	51½
Exeter	501	292½	262½	277½	55½
Total.....	9461	4486½	3700½	4093½	44½

In 1871 the yearly average was 3554 and percentage of attendance, 40—increase in attendance 540—increased percentage 4½.

The above statements show that, upon the whole, gratifying progress has been made. The great drawbacks in School work are want of punctuality, irregular attendance and absenteeism for long periods. These impair the usefulness of the Teacher by destroying the influence of discipline, teaching and training of pupils, and taken together nullify much of the effort put forth. While there is reason for thankfulness that the average attendance attains to a higher percentage each year, we should not rest satisfied with 44½ per cent. nor should we cease striving so long as 950 pupils attend School less than 73 days during the year. If Trustees would use the powers entrusted to them in a judicious manner, and according to the declarations made from time to time, a different state of affairs would prevail.

The School accommodation in 1871 as required by Regulation, viz., nine square feet to each child in the section, was sufficient for only 5862 pupils. The number of pupils at that date was 8836. There is at present in the aggregate ample room for all and to spare. As a rule the houses are very good, and the furniture except in very few cases, at least as comfortable as in the home. There is a spirit abroad and yearly increasing, to do more in cultivating the æsthetic tastes of the children by placing pictures on the walls, and in a few instances flowers growing in pots and baskets adorn the rooms. I am anxious that this desire shall spread until all our School-rooms shall be exceedingly cheerful and pleasant to the pupils at all times. Parents and friends of Education may greatly assist in this improvement, and I trust my next Report will be most favourable in this respect.

The following figures indicate the number for which desks and seats are provided in the several Municipalities, viz.:—Ashfield, 1068; Colborne, 482; Goderich, 714; Hay, 889; Stanley, 728; Stephen, 1032; Osborne, 726; West Wawanosh, 746; Bayfield, 132; Exeter, 360. Total, 6877.

Classification—The Number of Pupils Studying Subjects—Religious Instruction.

The classification of pupils for 1877, according to revised programme, was

Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.
3358	2044	2871	880	266	32

The revised programme is well carried out in the Schools as a whole. The difficulty of contending against the omission of certain subjects has been unpleasant, to say the least of it, and it is a source of pleasure to know that the subjects objected to by parents have been either omitted or made optional in the recent Regulations. This step will do much to make our system of education more popular.

The number of Schools opened or closed with Scripture reading or prayer was 76, while the Ten Commandments were taught weekly in 59.

Teachers.—The number of Teachers employed at the close of 1877 was 115. Males, 70, females, 45.

The classification of Teachers on 31st December, according to their religious persuasion, was, Presbyterian, 54; Methodist, 40; Episcopalian, 14; Roman Catholic, 6; Baptist 1.

Only 15 ever attended a Normal School.

The Certificates rank as follows:—First class Provincial, 1; Second-class Provincial Grade, A 12, B 16; Third-class, 87; First-class old County Board, 2; Second-class, 2. In addition permits in the early part of the year were granted to 5 persons to enable them to act as Assistants. I think the time has now come in the County of Huron when the practice should be discontinued, and therefore have refused all applications since August, 1877.

Average Salary of Teachers in the several Municipalities including Assistants.

	Males.	Females.
Ashfield.....	\$374 55	\$214 12 $\frac{1}{2}$
Colborne	437 00	313 50
Goderich	407 22	277 50
Hay	441 43	236 40
Stanley.....	423 80	208 00
Stephen.....	339 66 $\frac{2}{3}$	234 66 $\frac{2}{3}$
Usborne.....	443 10	212 00
West Wawanosh.....	434 20	250 00
Average by Townships.....	\$420 10	\$230 77

Libraries—Maps and Apparatus—Registers—Monthly Reports.—The total number of libraries is 32; the number of volumes 1,888. There were taken out during the year 1,443 books. On several occasions I have taken the liberty of urging upon the several Sections the great necessity of establishing a good library in connection with each Public School, as one of the best means to secure a highly enlightened community. It is certainly one of the best means of education within our reach. The liberal offer of the Department to add 100% on all remittances over \$5. should be taken advantage of to a much greater extent, and thus, by an annual expenditure of a small amount, a large fund of information would soon be at the disposal of every one interested. The Townships of Colborne, Hay and Usborne are well supplied. Each of the Teachers' Institutes within the District, three in number, is supplied with a good professional library, which does much to assist the Teachers and, indirectly, the pupils.

As a general rule the Schools are well supplied with the necessary maps and apparatus. A number of Sections provided a good supply during the year, others are about doing so. I have furnished, or intend furnishing Trustees with a list of all things required for a proper working of the Schools within the District. The whole number of maps reported was 760, thus giving on an average nearly 10 to each School.

The supply of blackboards is generally very good, although in a few cases an application of liquid slating would much improve some of them. That very useful assistant to the Teacher, a good clock, is to be found in twenty-three Schools; I wish we had one in every room. Ten large bells assist in maintaining punctuality of attendance, and forty-two globes have to do service for eighty-two Schools.

I have paid much attention, especially during the last two years, to the condition of registers (daily, general and class), and the result is more accurate reports, and consequently more reliable statistics for presentation to the public. There is still room for improvement, and I trust that during the present and succeeding years each Teacher and every Board of Trustees will be as careful in this respect as is every successful merchant with his day-book, journal and ledger. A regard for neatness and correctness is yearly increasing, and I trust ere long a torn register or an incorrect or partial return will be the exception and not the rule. A class-book is regularly kept, and monthly reports of some kind are presented to parents, so that they may ascertain the punctuality, regularity and standing of their children in School, in many of our Schools with most beneficial results.

1, Inspection; 2, Cost per pupil for Education; 3, Teachers' Institutes; 4, Township Boards; 5, Model Schools; 6, Competitive Examinations; 7, General Remarks.—I have pursued very nearly the same methods of examination fully reported on past occasions, and, therefore, do not purpose giving an exhibit of standing of each School; suffice it to say that I visited and examined every school once, and all but two, the second time during the year. These exceptions were caused by the Teacher's absence from School when Section was visited.

The time spent in the School-room averaged for the year nearly seven and one-half hours per Section of the District.

The following tables show the numbers present on days of examination in the several Townships:—

Classes—First Half Year.

TOWNSHIP.	FIRST-CLASS.		II.	III.	IV.	V.	VI.	Total.
	A.	B.						
Ashfield	77	101	201	309	73	25		786
Colborne	36	53	97	117	22	15		340
Goderich	53	69	76	149	66	9		422
Hay	97	96	174	165	37	23	5	597
Stanley	69	53	111	237	80	42		592
Stephen	123	153	213	225	44	19		777
Usborne	120	122	248	306	92	28	3	919
West Wawanosh.....	33	27	103	148	59	18		388
Total.....	608	674	1223	1656	473	179	8	4821

Classes—Second Half Year.

TOWNSHIP.	FIRST-CLASS.		II.	III.	IV.	V.	VI.	Total.
	A.	B.						
Ashfield	107	92	159	184	33	14	1	590
Colborne	58	57	72	143	29	6	2	367
Goderich	70	74	73	128	29	3		377
Hay	96	61	69	78	9	1	3	317
Stanley	105	77	83	147	50	16		478
Stephen	138	94	119	90	18	6		465
Usborne	146	104	167	188	47	13		665
West Wawanosh.....	87	45	122	95	39	9	1	398
Total.....	807	604	864	1053	254	68	7	3657

A careful consideration, after completing the second examination, leads me to classify the several Schools of the District as follows:—

Excellent.	Good.	Middling.	Inferior.	Bad.
14.	26.	32.	8.	1.

The cost of education, and considering every expense except that of building, which may be considered an extraordinary item, throughout the District for 1877, was \$4.69½ per pupil entered on the registers, or, deducting amount granted by Legislature, the direct tax paid by the people was \$1.25½, or at the rate of .002½ on the valuation of property as equalized by the County Council. As almost all debts due for building and sites are now cancelled, I think we may safely say that the expense of supporting our Public School system will not exceed the amount given above.

The method adopted in apportioning Legislative and Municipal Grants is in my opinion not satisfactory, and I think steps should be taken to provide a remedy. I would respect-

fully suggest that the sum granted to a District should be apportioned *pro rata* throughout the entire Inspectorate, and then all would fare alike. This plan would lessen the work of the Department and Inspectors, and give justice to all.

The following rate of apportionment for each Township will illustrate clearly the difference now existing between the several Townships. For instance, why should Goderich Township receive about 55 cents per pupil from Government Grant more than West Wawanosh which needs as much and does equal work ?

Townships.	Legislative Grant per average pupil.	Municipal Grant per average pupil.
Ashfield.....	80 cents.	102 $\frac{1}{2}$ cents.
Colborne	96 $\frac{1}{2}$ "	102 "
Goderich	126 $\frac{1}{2}$ "	153 "
Hay	97 $\frac{1}{2}$ "	116 $\frac{2}{3}$ "
Stanley ¹	104 $\frac{1}{2}$ "	157 "
Sephen	76 $\frac{1}{2}$ "	93 $\frac{1}{3}$ "
Usborne	104 "	133 $\frac{1}{3}$ "
West Wawanosh	71 $\frac{1}{3}$ "	92 $\frac{1}{5}$ "
Average.....	94 $\frac{1}{2}$	118 $\frac{2}{3}$

Before leaving this part of my report I beg to say that there has been less friction with Trustees and Ratepayers during 1877 than during any previous year. I think there will always be a commotion when the tax-collector pays his annual visit. Many persons have the idea that paying money for educating other people's children is equivalent to a dead loss, and so long as there are such, so long may we expect grumbling. I am well aware that my action in requiring proper accommodation for pupils and proper attention from qualified Teachers when in the School-room has met with considerable opposition, and in some cases hard feelings have been engendered, but I can conscientiously say that all has been done as a duty placed upon me, and not from any desire save the well-being of the youth of our country—the men and women of the next generation. The result has been an *average increase* in attendance of 500, *much better scholarship* and *school accommodation* that is a credit to any County or any country. The money spent is still in the District, and the property of each Section is greatly increased by every cent expended. I shall in the future as in the past exercise the utmost economy possible in conducting the Schools *efficiently*. At the same time it is well to remember "There is that scattereth and yet increaseth, and there is that withholdeth more than is meet, but it tendeth to poverty."

Teachers' Institutes.—Two of the three Institutes within the District have held regular meetings throughout the year. The third suffered from change of Teachers, and has not yet fully revived. These Associations have done much good, and I earnestly desire a more regular attendance of the Teachers. The Professional Library connected with each is well read and the hints given are made use of in perfecting the work of the School-room.

Township Boards.—Without making any undue attempt to press upon the Ratepayers of the District my convictions in reference to this question, except so far as urging the simple benefit of equal taxation, I requested that a vote for and against be taken at the Annual School Meeting. The result was that only *three* sections decided in favour of a change. In at least seventeen Sections it has its advocates who recorded their votes in its favour. I am quite convinced that if public meetings were held and the question fairly and calmly discussed as was the Rate Bill question, similar results would follow in a few years.

Model School System.—The changes made by Law of 1877 whereby all Teachers must attend some institution for the purpose of preparing themselves in a practical manner for a proper discharge of their work are perhaps the most important acts of legislation in connection with teaching. The Local Model School experiment has proved itself to be a great success and admirably adapts itself to our educational requirements. The Board of Examiners approved very highly of the work done in the Huron Schools situated at Goderich and Clinton, and the Trustees generally speak highly of the work done by the students. The experimental process may be carried on in these Schools without any injury to pupils, as the time spent is very short, and errors may soon be remedied. Not so in the past; experience

was frequently secured at the expense of the valuable time of the pupil. They at least have reason to be thankful for recent changes. The change in Normal School work is also in the right direction, and from it we have reason to expect greater permanency in the profession, and thus do away with one of our greatest hindrances—frequent change of teachers.

Competitive Examinations.—Two township examinations were held in June; one in Colborne, and the other in West Wawanosh. Both passed off very successfully, and were alike creditable to Teachers and pupils. Prizes, supplied by the Education Department, to the value of one hundred and sixty dollars, were distributed at the close of the examinations. These examinations, as in the case of Colborne, have resulted in great good to the cause of education generally. The spirit of energy and perseverance thus infused must necessarily have a telling effect on the after life of every pupil who has been engaged in such friendly competition. I hope to extend the system, so that each year an examination for promotion shall be held simultaneously in all the municipalities. The same principle has given new life and energy to our High Schools, and is working most admirably for their benefit. If Schools in the same township and townships in the same county were brought more frequently into lively, active rivalry by such means, similar benefits to those already referred to, would inevitably follow.

General Remarks.—I have great pleasure in stating that the Schools, as a whole, are being worked vigorously and with much ability. With very few exceptions, I have every reason to say that the Teachers are thoroughly in earnest, and heartily co-operate with me in doing everything possible for the education of the masses. I have still further to say that the great majority of Trustees are anxious to secure the services of good, experienced teachers. The cheap Teacher, or in other words, the time server, is about “played out.” My relations with Teachers and Trustees have been pleasant and agreeable, and I now look forward to happier days in the discharge of official duty.

In conclusion, I desire to thank you, the Deputy Minister, and the others of your Department, for the ready assistance always given to me in carrying on the work connected with my office.

TOWN OF GODERICH.

General Statistics.—The number enrolled during the year was 1,022. In previous reports I submitted statements showing the number on roll, the average number, and the percentage of attendance during the years 1872–3–4–5 and 6. The percentage for 1872, was $74\frac{1}{2}$; for 1873, $75\frac{1}{2}$; for 1874, $79\frac{1}{2}$; for 1875, 79; for 1876, 79; and for 1877, 84.

The following table shows full statement for 1877 :—

Month.	No. on Roll.	Average.	Average Percentage.
January] - - - - -	773	660	86
February - - - - -	722	664	92
March - - - - -	766	611	80
April - - - - -	819	666	81
May - - - - -	797	684	86
June - - - - -	762	665	87
July - - - - -	724	567	77
September - - - - -			
October - - - - -			
November - - - - -	727	610	84
December - - - - -	720	596	83
Average - - - - -	753	632	84

The number of non-residents entered on roll was 24. In first-class there were 329 pupils; in second-class, 271; in third-class, 274; and in fourth-class, 148. Each year shows a larger number in the higher classes. All the pupils were engaged in the study of reading, writing, spelling, arithmetic, geography, vocal music, drawing on slates or paper; 334 studied

grammar and composition; 148 studied Canadian and British history; 77 studied hygiene; and 5 studied book-keeping. All the Schools were opened by reading some portion of Scripture, followed by prayer.

The method of conducting examinations and promoting pupils has been carried on as in former years by the Inspector. The written examinations are having an excellent effect upon the whole work of the Schools, and the results arising from such a course must be highly beneficial in after life in many ways. The general results as a whole have been highly satisfactory. Instead of referring to each Teacher's standing, I will merely show their work in the following tables, from which it will be seen that there were present at Midsummer examination 683, of whom 254 were promoted, and at the Christmas examination, there were present 629, of whom 213 were promoted.

JUNE EXAMINATION.

Name of Teacher.	No. on Roll.	Present at Examination.	Percentage required for promotion.	Average %	No. promoted.
Pr. W. R. Miller -	52	52	65 and 55	66	39
A. E. Annis - - -	37	37	"	60	12
Miss Trainer - - -	42	38	75 and 70½	72½	23
" Donogh - - -	40	39	"	76	25
" Robertson - - -	50	42	"	63	14
" Kirkbride - - -	64	52	"	72½	26
" Yates - - -	82	82	80 and 75	76	44
" Oliver - - -	44	39	80	78	8
" Breckenridge -	80	65	.....	.....	4
" McMahon - - -	51	49	80	83½	17
" McQuarrie - - -	97	76	.....	.....	9
" Longworth - - -	44	35	80	79	12
" Williams - - -	95	79	.....	.....	21
Totals - - - - -	778	685		72½	254

DECEMBER EXAMINATION.

Name of Teacher.	No. on Roll.	Present at examination.	Percentage required for promotion.	Average %	No. promoted.
Pr. W. R. Miller -	37	32	Same percentage as required in June.	72	30
A. E. Annis - - -	49	34		64½	16
Miss Trainer - - -	41	35		75	27
" Donogh - - -	47	36		76	22
" Robertson - - -	60	57		70½	31
" Helyar - - -	73	69		66	17
" Dickson - - -	73	58		67½	16
" Oliver - - -	38	35		77½	9
" Breckenridge -	88	57		.....	7
" McMahon - - -	46	42		78	10
" McQuarrie - - -	83	70		.....	12
" Longworth - - -	44	41		77	6
" Williams - - -	78	63		.....	10
Totals - - - - -	757	629		72½	213

Entrance to High School.—This examination may now be considered a very fair test as to the efficiency of any School in doing its work properly. Our pupils during the past year have been more successful than ever, and their success compares most favourably with other parts of the country. The fact that one of our pupils passed this examination while yet in his tenth year, speaks well for the methods of instruction adopted in the Schools. The number who passed at Midsummer was 18; at Christmas, 28; total during the year, 46.

Compulsory Education.—The number of pupils entered on our books who have not attended School during the required seventy-five days is forty-one. It is quite possible that many of these have left the town or attended elsewhere. Still, too many boys are to be found loafing around our street corners, and along the docks. Such conduct frequently ends

in a case before the Police Magistrate, and if enforcing this part of our School Law will remove such a nuisance, then the sooner it is done the better.

Model School.—The Goderich Central School was selected by the Department as a Model School and the Trustees at once entered most heartily into the arrangement, and promised every needed assistance. I have great pleasure in stating that the experiment has proved a grand success.

Many feared that the ordinary work of the School would be hindered, but such has not been the case, as the result of the last examination has proved most conclusively. In my opinion we have gained, as both pupils and Teachers have been roused to greater activity by coming into contact with critical eyes. Again we have gained by the presence of these Teachers-in-training when any Teacher was absent from sickness or other causes. We have been very thankful for such aid on several occasions during the past few months.

In conclusion, I beg to report one of the best years in the history of the Schools, so far as my knowledge extends. The work has proceeded very smoothly. Corporal punishment is rarely resorted to; the conduct of pupils is yearly improving, and the general tone of industry is highly creditable to Teachers and pupils. The attendance has been excellent, and the general standing of pupils quite equal to, if not better than during any previous year. The Chairman and other members of the Board of Trustees have done all in their power to aid in carrying out the provisions of the School Act, and at all times seconded the efforts of Teachers in promoting the welfare of the Schools.

Prizes and Library.—Prizes were distributed at the close of each semi-annual examination with excellent results. The Public School Library, containing about 1,200 volumes, has been well patronized by not only the pupils, but the public generally.

COUNTY OF ESSEX—No. 1.

Theodule Girardot, Esq.—In my Inspectorate there is only one School Section which is not provided with a new School-house. The Trustees of No. 6, of Tilbury West, have last summer built a very good and commodious School-house, one of the best in the County. Good substantial School-houses have also been built on the new Sections, Nos. 9 and 10 of the same Township. As I mentioned in my report last year, the School-houses which are built now are far better than those which were built some years ago. The School population having increased in some Sections, their School-houses are therefore no more according to Regulations; but with time, this will be remedied. The impetus is now given, the people are well disposed as regards educational matters; but everything has to be done gradually.

The expenditure for School purposes during 1877, in my division, amounted to \$27,599.96. According to the last census, the School population, from the ages 5 to 21, is 5905—that from 5 to 16—4802, of whom 4518 have attended School. The average for the first six months has been 1945, an increase of 52 over the previous year. Owing to the fact that small pox and diphtheria raged in some Sections, the average has not been so large the last six months. The number of children, between 7 and 12, not attending any School, or attending less than 80 days, is 808; 82 less than last year (1876). The Teachers, unfortunately, complain of irregular attendance, and owing to the negligence of parents, in some Sections, and in others, to the miserable state of the roads, it will take some time before this drawback will be overcome.

The Teachers' Convention, held in November last, was like that of the year before, a complete success. All the Teachers in my Riding, except two, together with the Teachers in the Town of Windsor, and some from the South Riding, attended the Convention. The members of the County Council, who were then in Session, and a large number of School Trustees and friends of education, from all parts of the country, also were present, and manifested a great interest in the proceedings. I must say that the presence of Dr. McLellan, Inspector of High Schools, and G. W. Ross, Esq., Inspector of Model Schools, contributed very much towards the success of the Convention. The interesting lectures and remarks, made by those two gentlemen, were eagerly listened to, and appreciated by the Teachers and other friends of education present. They will, no doubt, produce a good effect on the educational system of this County.

The members of the Teachers' Association are highly pleased with the help they re-

ceived from the Government and the County Council, who, at the last June Session, unanimously agreed in voting \$50.00 to each of the two Associations of Essex, and \$100.00 to the Model School.

As the four local Conventions held last spring in four different places, in my Riding, where the best method of teaching was put in practice, by able Teachers, had a very good result, I intend to hold like Conventions in the same places, in the course of next spring.

I will not end my report without stating that our Model School, in Windsor, has worked very well, and every time I visited it, I was always well pleased with the manner with which the worthy principal, Mr. Duncan, conducts it. The Board of School Trustees, of Windsor, who are remarkable for their liberality in educational matters, have provided all the accommodation required by the School Regulations in regard to Model Schools. This Model School system is the best step towards educational advancement, which could be taken, inasmuch as it enables our Third-class Teachers to acquire a good training before beginning to teach. We can already plainly see the progress which has been made by the Teachers who attended the Model School last fall.

TOWN OF SANDWICH.

The Schools in this Town continue to prosper under the management of the efficient Board of Trustees, and the same Teachers. The School population from 5 to 16 is 500, all have attended School.

R. C. S. S. OF AMHERSTBURGH.

The female and junior male departments of this School, which are, as I mentioned in my last report, under the care of the Sisters of J. M. J., continue in a prosperous state, but the male senior department has suffered on account of irregular attendance. I think the parents did not appreciate their Teachers as they should have done, for it was through their own negligence that their children did not attend School. I am happy to say, that a better spirit prevails this year, and that the senior department, under the management of Mr. Deare, the Principal of the School, who is full of good will, is very well attended; and, no doubt, with the generous support which the Board of Trustees will give the present Teacher, the senior department will make up this year for what it lost last.

TOWN OF CHATHAM.

Rev. A. McColl.—The condition of the Public Schools appears to me to be as satisfactory, as under the circumstances, might be expected. Expectations are sometimes raised and cherished which are unreasonable; and Trustees and Inspectors are not exempt from them. That which holds forth the promise of an abiding good, must possess the elements of vitality; and time is necessary for its full development. Sickness was prevalent during the year, and especially in the autumn. Two of the Teachers were laid aside for a time, and it is not easy to find qualified Teachers as substitutes on such an occasion. From both those causes there was a loss sustained.

From the Census taken in the latter part of December, we have as the result:—

The number returned as attending the Separate School, was 259; the number returned as attending Private Schools, was 260; the number returned as not attending any School, was 169; the number returned as attending the Public Schools, was 1,004; the total number of children between the ages of 5 and 16, was 1,695; the total number of children of School-age, as given by the Census of last year, was 1,948, showing a decrease of 253.

Mr. John McCabe, Master of the Central School, resigned at the end of the year; as did also Mrs. Woodsworth and Mr. Wm. Gray.

Thirty of the applicants for admission to the High School, Chatham, during the year 1877, were successful; a considerable proportion being from the Public Schools, Chatham.

The Board contemplates increasing the School accommodation during the year 1878. Though no great inconvenience has yet been felt, yet the necessity of taking steps to increase the accommodation cannot, it is felt, be much longer delayed.

A Teachers' Association was organized last week in Chatham under favourable auspices. The Inspector for the West Riding of Kent will in due time give you full information.

APPENDIX C.

REPORT OF THE DEPUTY MINISTER ON SCHOOLS IN NEW AND OUTLYING DISTRICTS.

To the Honourable the Minister of Education.

Report of the proceedings of a Conference with eleven Inspectors of Public Schools in new and outlying districts with the Deputy Minister of Education at Belleville, 19-23 September, 1877. The members of the Conference were as follows :—

Rev. E. H. Jenkyns, M. A.,	County of Renfrew and District of Nipissing.
John Agnew, M. D.	" Frontenac.
Frederick Burrows,	" Lennox and Addington.
William Mackintosh,	" N. Hastings.
James Coyle Brown,	" Peterborough.
Rev. Frederick Burt,	" Haliburton.
James H. Knight,	" E. Victoria.
Henry Reazin,	" W. Victoria.
James C. Morgan, M. A.,	" N. Simcoe.
Robert Little,	" Halton and District of Algoma.
John R. Miller,	" S. Huron and District of Parry Sound.
Inspector Burrows was appointed Secretary.	

Dr. Hodgins, after expressing his pleasure at meeting the Inspectors together officially for the first time, explained fully the provision of the new law authorizing the Lieutenant-Governor in Council to constitute Districts for the purpose of School Inspection out of remote parts of Counties, and in Judicial and Territorial Districts. The Department was desirous of availing itself of the experience of the Inspectors present, not only with a view of suggesting an efficient system of Inspection in new and remote townships, but also in the consideration of the following subjects which he would group under five heads, namely :—

1. On qualifications, duties, and remuneration of Inspectors in Outlying Districts.
2. On the boundary of new Districts for school inspection purposes.
3. On School accommodation, fittings, and furniture.
4. On aid to Schools for salary, building and apparatus.
5. Special Regulations and Forms for Schools in new townships.

In order to facilitate the attainment of the object of this Conference, Dr. Hodgins appointed the following Committees to report on the foregoing subjects to-morrow :—

- For No. 1. Messrs. Mackintosh, Knight and Morgan.
 " No. 2. Messrs. Miller and Jenkyns.
 " No. 3. Messrs. Little and Agnew.
 " No. 4. Messrs. Brown and Burrows.
 " No. 5. Messrs. Reazin and Burt.

The Conference adjourned to meet to-morrow at 9 A. M.

SEPTEMBER 20th, 1877.

The Inspectors met at 9 A. M. Dr. Hodgins in the chair.

The reports of the Committees appointed yesterday were fully discussed, and in an amended form adopted.

Inspector Reazin introduced a strong recommendation in favour of the establishment of Township Boards in the Townships of unorganized Districts, which was unanimously adopted.

On the motion of Inspector Mackintosh, a Committee consisting of Messrs. Little, Miller, and Jenkyns was appointed to communicate with the Education Department in regard to Indian Education.

On the motion of Inspector Miller, the following resolution was passed unanimously :

Whereas the Minister of Education has been pleased to call a Conference of Public School Inspectors at Belleville for the purpose of fully considering the whole question pertaining to Schools in the Outlying Districts, and as the work assigned is now completed we feel that before separating we should take the opportunity of expressing our views in the following resolution :—

1st. That we desire to place on record the satisfaction we have experienced in meeting the Deputy-Minister of Education during a two days' session, and receiving so much valuable assistance from him in the course of our deliberations.

2nd. That we are strongly of the opinion that the precedent thus established by this meeting will be beneficial to the best interests of education, and, therefore, we recommend that occasional Conferences with Inspectors be held in connection with the practical work of education, and thus secure the expressed wishes of those actually engaged in such work.

The business of the Conference was, as intimated, divided into five Sections which were assigned to five Committees. The reports brought in, were, after full discussion by the eleven Inspectors and Deputy-Minister, adopted as follows :—

I. QUALIFICATIONS, DUTIES AND REMUNERATION OF INSPECTORS IN OUTLYING DISTRICTS.

(1.) That in the decided opinion of the Conference, the same qualifications should be required of such Inspectors as are now required of County Inspectors of Schools. Your Committee have been led to take this position by the following considerations, viz. :—

The persons appointed to superintend the Schools in the Districts spoken of will have to perform all the important duties performed by ordinary Inspectors. Besides these, many additional duties connected with the formation of School Sections, the revision of assessment rolls, the distribution of School Grants, and the Examination of Teachers will devolve upon them.

For many years to come, the great majority of the Schools in Outlying Districts will be managed by Teachers with no higher qualifications than those required for Special Certificates. In any examination for these Certificates, the Inspector will necessarily be compelled to act without the assistance and support of a Board of Examiners. He will be the sole examiner. And not only will this very responsible task be laid upon him, but he will, directly or indirectly, determine the standard of examination. Any Departmental Regulation bearing upon this all-important subject must be elastic, and leave much to the judgment and discretion of the Inspector.

Still further he will be required, to an extent ordinary Inspectors know nothing of, to instruct Trustees, Assessors, Collectors, and even Municipal Councils how to perform their several duties.

In dealing with such localities, the Department of Education will, by stress of circumstances, be compelled to rely very considerably upon the opinion of the Inspector and to be guided by his advice.

Practically removed from all but the most nominal supervision, the educational future of his District will depend upon him. To fill his position creditably and with profit to the cause of education, he will need to possess a high degree of business knowledge, energy, zeal, tact, discretion, and conscience.

The best man the country can afford should be procured for this work.

(2.) That the duties of such Inspectors be those now prescribed for County Inspectors, so far as these are applicable to remote districts, and, in addition, such further duties as may from time to time be imposed by the Minister of Education,

We would further recommend that where County Model Schools do not exist, each Inspector be required to hold at such point or points in his District as may be most suitable, a yearly Teachers' Institute, extending over at least one week—this Institute to be followed by the Examination of Candidates for Certificates.

(3.) With reference to remuneration, we recommend that each Inspector of an Outlying District receive a salary of at least \$1,200, exclusive of an allowance for travelling

expenses, and that when any part of his territory lies within the jurisdiction of any County Council, that body be required to provide an equitable proportion of this salary as required by the School Law.

II. BOUNDARIES OF NEW DISTRICTS FOR SCHOOL INSPECTION PURPOSES.

The Public Schools Act of 1877 [Revised Statutes c. 204, s. 179], provides that "the Lieutenant-Governor in Council may constitute any number of Municipalities in other portions of territory, in the rear or remote parts of Counties, and in Judicial or Territorial Districts, to be a District or Districts for the purposes of School Inspection under said Act, upon such terms, and subject to such regulations as the Lieutenant-Governor in Council may from time to time determine, and the County or Provisional Council concerned shall provide their proportionate share of the salary of the Inspector, and also of his travelling expenses."

Report of Committee appointed at Conference of Public School Inspectors, held at Belleville, to consider the boundaries of New Districts within the Province of Ontario, as amended by the Conference.

The Committee to whom was referred the question of forming new Inspectoral Districts and defining the boundaries thereof, having read the correspondence submitted by the Deputy-Minister of Education, and having consulted all the Inspectors present in reference to the subject, beg to report that in their opinion the following Districts should be formed, viz. :—

1. Algoma District.
2. Parry Sound District.
3. Nipissing District.
4. Haliburton District.
5. Madawaska District.

1. The *Algoma District* to consist of all comprised within the Districts of Algoma and Thunder Bay, as specified in the Ontario Consolidated Statutes of 1877.

2. The *Parry Sound District* shall consist of all the territory lying within the following bounds, viz. :—on the North bounded by French River and Lake Nipissing; on the East by the Eastern boundary of a line of Townships of which Himsworth is as yet the most Northerly and Sinclair the most Southerly; on the South, by the Southerly boundary of Townships Sinclair, Chaffey, Stisted, Monck, and Wood, and by the Muskoka River; and on the West by Georgian Bay. The District shall also contain the following Indian Reserves :—French River, Shawanaga, and Parry Sound.

[NOTE.—The remaining Townships in Muskoka to be attached to the North Riding of Simcoe.]

3. The *Haliburton District* shall be made up of the following Townships :—1. Franklin; 2. McClintock; 3. Livingstone; 4. Lawrence; 5. Nightingale; 6. Ridout; 7. Sherborne; 8. Havelock; 9. Eyre; 10. Clyde; 11. Hindon; 12. Stanhope; 13. Guilford; 14. Harburn; 15. Bruton; 16. Anson; 17. Minden; 18. Dysart; 19. Dudley; 20. Harcourt; 21. Lutterworth; 22. Snowdon; 23. Glamorgan; 24. Monmouth; and 25. Cardiff.

4. The following Townships shall be comprised with the *Madawaska District*, viz. :—1. Burns; 2. Richards; 3. Sherwood; 4. Hagarty; 5. Radcliffe; 6. Brudenell; 7. Sebastopol; 8. Raglan; 9. Lynedoch; 10. Griffith; 11. Brougham; 12. Ashby; 13. Denbigh; 14. Matawatchan; 15. North Canonto; 16. South Canonto; 17. Effingham; 18. Abinger; 19. Miller; 20. Barry; 21. Clarendon; 22. Palmerston; and 23. Anglesea.

5. The *Nipissing District* shall be made up of all territory within the following boundaries, viz. :—on the North by the Ottawa River to Mattawa, then by the Mattawa River and a chain of lakes and rivers to the Nipissing Lake; on the East by the Westerly boundary of Townships Rolph, Wylie, and McKay; on the South by the Northerly boundary of Townships Franklin, McClintock, Livingstone, Lawrence, Nightingale, Airey,

Murchison, Robinson, Burns, and Richards; on the West by the Easterly boundary of Parry Sound District.

It is also recommended that for the present the following Townships be added to the North Hastings Inspectorate, viz:—Airey, Murchison, Robinson, Sabine, Lyell, and Jones. The above recommendation is made on account of contiguity of these townships to the Inspectorate named, and the great difficulty that exists in visiting the two Schools established, from any other point.

So far as your Committee can ascertain, the number of School Sections at present organized, and in which schools are in operation in the several districts, is as follows:—Algoma, 25; Parry Sound, about 34; Nipissing, 4; Haliburton, 33; Madawaska, 46.

III. SCHOOL ACCOMMODATION, FITTINGS AND FURNITURE.

1. One of the great difficulties to be overcome is bringing the School within reasonable distance of the children of the settlers in the backwoods. Your Committee see no means by which miles can be shortened, or natural barriers such as swamps, rivers, lakes and rocks, removed. They therefore recommend that the Township Board System be there introduced, as more likely to give satisfaction than the School Section System.

2. As to sites, size of School-house, and necessary outbuildings, your Committee would recommend an adhesion to the Regulations now in force. With regard to arrangement, the following suggestions are made for the information of the settlers: (1) Where practicable the end should be towards the South. (2) Where the School population exceeds fifty, there should be two entrances—one for the boys, and the other for the girls—each protected by a porch. (3) The windows should be on the sides only. (4) The end opposite the door—or doors—should be dead wall, on which should be a large blackboard and facilities for hanging maps. (5) A platform at least four feet wide with *bow* in the middle to give proper form to classes when reciting—should occupy the end opposite the door. (6) On the platform there should be a small table for the teacher. (7) There should be two presses for books, maps, &c., one at each end of the platform with backs towards the side walls. (8) The desks and seats should be for not more than two pupils each, arranged in rows with suitable passages between the rows themselves and between the outside rows and the walls—the latter to remove the children from undue exposure to draughts in the neighbourhood of windows. (9) For ventilation in winter there should be a “teepipe” with covered elbow perforated on the end like a colander, attached to the stovepipe at its entrance into the chimney. This contrivance acts somewhat on the principle of the old-fashioned fireplace.

3. As to appliances, your Committee recommend the following minimum:—A map each of the World, Dominion of Canada, British Isles, United States, Europe, and Smith’s Pictorial Map; a six inch Terrestrial Globe; the first book on Tablets; a set of selected Object Lessons and Sheets, containing the Lord’s Prayer, the Ten Commandments, and the Programme.

[NOTE. Some prefer that the Schoolroom should be seated lengthwise, with the blackboard, platform, and Teachers’ desk on one side between the windows.]

IV.—AID TO SCHOOLS IN NEW DISTRICTS.

In addition to the Revised Regulations, for aiding Schools in New and Poor Townships, your Committee would recommend that in the New Inspectoral Districts all the *Townships* of each District, not having County organization, be considered in the apportionment of the Legislative Grant as one Municipality.

That the Legislative Grant be apportioned at the close of the first half year, and the Poor School Grant at the end of the second half year.

That applications for aid from the Poor School Fund be made by the Trustees through the Inspector not later than the end of September in each year.

That the Department guarantee a percentage (as recommended by the Inspector) of the cost of the erection of each School building in an unorganized Township (said per-

centage not to exceed one hundred dollars) upon the completion of a building erected according to a plan prepared by the Department upon Certificate of the Inspector that the conditions have been complied with.

That a small supply of apparatus, say a six-inch Globe, a map of the World, a map of the Dominion, a numeral frame, some Object Lessons, and School room Sheets, be granted by the Department upon the recommendation of the Inspector to each School in the unorganized Townships.

That the Government be asked to reserve in patents hereinafter issued for lands in the Free Grant Districts, at least one acre from each lot to be used if required for the purpose of a School site.

V. SPECIAL REGULATIONS AND FORMS FOR SCHOOLS IN NEW TOWNSHIPS.

The Committee have arranged the subjects submitted to them into four groups.

Group I. contains (a) Regulations for the examination of Teachers, (b) Form of Public School Teacher's Third-class District Certificate, and (c) Form of Public School Teacher's Special Certificate.

Group II. contains (a) Revised conditions of aiding Public Schools in New and Poor Townships, (b) Form of Departmental Notice to Inspectors of the amount of aid from the Poor School Fund granted to Schools within their inspectorates, (c) Report on Poor School Application.

Group III. contains the following forms, (a) Petition for formation of a Section in a new Township, (b) Formation of School Sections in new Townships by Stipendiary Magistrate or Inspector, (c) Formation of Union School Section between portions of an organized and unorganized Township by Stipendiary Magistrate, Reeve and Inspector, (d) Public School notice of first School meeting to be given by petitioners for formation of School Section.

Group IV. contains (a) Form of Assessment Roll, (b) Certificates respecting Assessment Roll by Assessor and Stipendiary Magistrate, or Inspector, (c) Public School notice to be given by Stipendiary Magistrate, or Inspector, respecting Assessment Roll.

The Regulations, Reports and Forms enumerated in these groups are herewith respectfully submitted.

J. GEORGE HODGINS,

Deputy Minister of Education.

EDUCATION DEPARTMENT, 23rd September, 1877.

APPENDIX D.

REPORT OF SUB-COMMITTEE ON MODEL SCHOOLS, 1877.

CONTENTS.

GENERAL REPORT.

TABLE A.

Statement shewing the attendance, Lessons taught, No. of Lectures delivered, Classes taught, and standing of the Teachers-in-training.

TABLE B.

Statement shewing the name and certificate of the Principal of each Model School, the qualifications of the Assistants, and the room and accommodation provided by Boards of Trustees.

TABLE C.

Statement shewing the assistance rendered Principals of Model Schools, in the way of Lectures, by County Inspectors and others.

TABLE D.

Statement shewing the most common deficiencies of Teachers-in-training.

TABLE E.

Statement shewing the effect of Model Schools on the Public Schools to which they were attached.

TABLE F.

Statement shewing the Model Schools that have been granted or refused aid by the County Councils, at the date of our Report.

TABLE G.

Statement shewing the Model Schools visited by Sub-Committee, the number of visits, and by whom made.

GENERAL REPORT.

To Rev. George Paxton Young, M.A., Chairman of the Central Committee of Examiners.

Sir,—Your Sub-Committee to whom was entrusted the duty of inspecting the County Model Schools for training Teachers, beg leave to present herewith a detailed report of the number of Schools established, the attendance during each term, the standing of Teachers at their professional examination, the number rejected by Boards of Examiners, and a variety of details of which the following is a brief summary :—

Model Schools :

Number of Boards of Trustees who accepted the nomination of their School as a County Model School	50
Number who refused (Guelph)	1

Attendance :

Number of teachers—in training first term	893
Males	392
Females	501
Number in attendance, second term.....	344
Males	166
Females	178
Total attendance, both terms	1237

Lecture Course :

Number of Lectures on Education, including methods of teaching	1723
Number of Lectures on Hygiene.....	455
Number of Lectures on School Law	398
Number of Lessons in Mental Arithmetic	1174
Number of Lessons in Reading	1190
Total of Lectures and Lessons	4940

Practical Teaching :

Number of Classes taught by Teachers-in-training, 1st term.....	1041
do do do do do 2nd term.....	851
Highest No. of Classes taught in any School.....	60
Lowest No. of Classes taught in any School.....	10
Average No. of Classes taught, 1st term.....	21
do do do do 2nd term.....	24

Standing of Teachers in training :

No. reported by Principal in Final Report, as 1st rate.....	340
do do do 2nd rate.....	425
do do do 3rd rate.....	299
do do do 4th rate	65
do do do 5th rate.....	11
do do do 6th rate.....	6
	—1146

Number rejected by Boards of Examiners as unlikely to be successful Teachers. 22

Staff and Room Accommodation.—Number of County Model Schools that have complied fully with the Regulations, 19 ; number whose Principals do not possess the required qualification, 14 ; number without duly qualified Assistants, 17 ; number with defective room accommodation, 15.

Inspection.—The task imposed upon your Sub-Committee of inspecting County Model Schools was one of no ordinary difficulty. Not only was the design of establishing such Schools for training the teachers of each County entirely new, and without precedent in any other country, but the prejudices against their establishment were by no means inconsiderable.

The prejudices had to be overcome, and those persons to whose management they were to be intrusted had to be informed in regard to a great variety of details, requiring our constant attention.

The Syllabus which was prepared last August, under your instructions, a copy of which was sent to County Inspectors and Principals of the newly established Schools, indicated pretty fully the course of study to be pursued, and the other details necessary to organization. The various lectures which were blocked out, covering the most important points in School management, Discipline, Classification, Methods of Teaching, School Law, Hygiene, Mental Arithmetic and Reading, were designed to direct the attention of Principals to the subjects which they were expected to discuss with the Teachers-in-training, and also to preserve that uniformity and system in their instruction, which was felt to be necessary to the success of the scheme. It is very gratifying to be able to report that the Lecture Course was very carefully taken up by

the Principals. Much valuable assistance in this department of the work was received from Public School Inspectors and members of the medical profession.

In the work of Inspection it was difficult to ascertain by our actual presence, the character of the lectures delivered. We made it a point however, in all our own addresses, to be as *practical* as possible, in order to impress upon Principals the fact that it was not desirous to waste any time on useless theorizing. In some instances one of the lectures in the course was taken up for review and the students examined as to the nature of the instruction they received. At other times their note books were examined. It was generally found that every subject in the "Syllabus" was well discussed and many valuable hints given.

Practical Teaching.—While we felt that great importance was to be attached to the Lecture Course, we felt at the same time, that the great aim of the County Model School was to enable the students to obtain that practical knowledge of the art of teaching, and that ability to govern a School, the want of which has hitherto been the great deficiency of our Third-class Teachers. Good rules are one thing, the power to apply them successfully quite another thing. In order then, to make our visits profitable, we endeavoured to see the Teachers in training at work. In many instances work was then and there assigned to them, and at the close of the lesson, such hints were given either as to the management of the class, attention, order or method of conveying instruction, as we believed the circumstances of the case to justify. The Model School Registers were also examined at the close of each visit, in order to ascertain the most common deficiencies of the students, and the remedy was in each case pointed out.

It will be seen that in the judgment of Principals, the Teachers-in-training most frequently failed either in properly preparing the lessons they were expected to teach, or in conducting recitations with the requisite energy. In regard to the first of these deficiencies we would simply remark that it is without excuse, and Boards of Examiners might be instructed to deal with it in the most summary manner. The second defect is, however, often more apparent than real. The natural diffidence of an inexperienced Teacher, in the presence of his superior and under circumstances entirely new and strange to him, will necessarily prevent that display of energy which is easy to the self confident and well trained Teacher.

The Boards of Examiners, however, have the final decision of all these matters in their own hands. It requires, therefore, no further notice from your Sub-Committee.

But while these and other defects referred to were, no doubt, very common, it is gratifying to be able to say that the Principals, without exception, report a very marked improvement during the term. This is confirmed by our own examination of the Model School Register. Many students marked as low as *six* for the first few lessons, were able to take a *two* and some a *one* at the close. The Principals generally report that the Model School course is equal to a very considerable experience in teaching. In evidence of this we quote the following extracts from letters received by the Chairman of the Sub-Committee:

Henry Beer, Principal of the Renfrew Model School, says: "I am quite convinced that the Teachers-in-training will begin their work after Christmas, better prepared than they would have been after at least two years' experience in a Model School with no person to give them an idea or criticise their method of teaching."

L. B. Westervelt, Mount Forest, says: "I may be too sanguine, but I believe that the eight weeks' drill in the Model School is worth to the students fully two years' experience where there was none to criticise or advise."

Meetings with Trustees.—We met in many instances with Boards of Trustees and in a few cases with County Councils, for the purpose of making explanations as to the design of the Model Schools, and securing the various conditions required by the Regulations. With the single exception of the Guelph Board of Trustees, we found no difficulty. On the contrary we found a laudable anxiety to meet the views of the Department in regard to every requirement of the Regulations, and several Boards have incurred considerable expense in meeting these requirements in their entirety.

The principal objection urged by Trustees was that the progress of the Public School would be retarded by allowing the Teachers-in-training to do any part of the work assigned to the regular Teachers of the School. Our answer to this objection was as follows: (1) In order to adapt the Public School to our purposes it must be thoroughly organized. (2) The discipline throughout must be unexceptionable. (3) The Principal to give lectures suited to the wants of the Teachers in-training must have clear and well matured opinions on every

subject on the programme of studies. (4) The management of the School must be rigorous and uniform. (5) The Assistants to maintain their own reputation must be vigilant and energetic. Their School being a Model School for those receiving instruction in the art of Teaching, would necessitate Model Teaching on their part. As their example in modes of expression, discipline, the habit of self-control, earnestness, &c., was to be copied, they were under an additional stimulus to acquit themselves in the most exemplary manner. Thus new motives of action were presented and other forces brought to bear, the effect of which must be beneficial to themselves and the Public School under their care. With these and similar arguments we were able to allay much of the distrust that prevailed, and the Report made to us by the Principals fully justifies the position we took, viz : That the Model School instead of proving injurious to the Public School, would act as a stimulus to secure higher efficiency and greater progress.

The Additional Room.—The additional room required by the Regulations for the Teachers-in-training was also a source of trouble. In many places the Public Schools fully occupied all the rooms available. To give up one of them for the use of the Model School *exclusively*, was absolutely impossible. It was equally difficult to provide the necessary accommodation in time for the use of the students during the half year just closed. The only alternative was to dismiss a junior form of the Public School, when a room was required for Model School purposes. This, though not fulfilling the letter of the law, was at least a liberal compliance with its spirit, and we are pleased to report that, in almost every instance, Trustees were willing to make this concession. In no case of which we are aware, has the Model suffered seriously from a *want* of the necessary accommodation. In many instances where the room was available, Trustees had it refitted and fully equipped for the comfort of Teachers-in-training. We would recommend, therefore, that where the accommodation meets the wants of the Model School purposes, even although the room may be used for Public School purposes, part of the time, the same be occupied temporarily at least, as meeting the requirements of the Regulations.

Assistant Teachers.—In some instances, the Teachers in the Public Schools to which the Model School was attached, held that burdens were imposed upon them for which no remuneration was *received*, and which did not constitute any legitimate part of their Public School work. To this objection we could only make answer by appealing to their professional zeal and ambition. We pointed out that any means by which our educational system could be improved and the status of the Teacher raised, would react favourably upon every member of the profession, and that whatever inconvenience they might suffer, or extra labour they might bestow, would yield abundant returns in the improved condition of our Public Schools, and in the increased remuneration which must follow from greater culture and higher professional attainments.

Discipline.—In the absence of any instructions in the matter of discipline, we advised that any impropriety on the part of students, requiring more than the ordinary notice of the Principal should be referred to the Chairman of the County Board of Examiners. It was desirable that some person, easily accessible and officially connected with the Model School, should exercise more than a nominal supervision of its doings. We are pleased to report that, so far as known to us, the conduct of the students, in almost every case, was most exemplary.

Time-table.—The outline of a time-table, suggested in the "syllabus" has been very generally adopted. The hours which your Sub-Committee assigned for lectures, were from 8 to 9 a.m., and from 3 to 4 p.m. In several instances the Principals felt that they could neither dismiss their own pupils nor entrust them to any other Teacher, without doing them a serious injury. To obviate this, they arranged their work in such a way as to give the afternoon lecture from 4 to 5. We regret that this was in some cases unavoidable, their Trustees fearing that to adopt our Time-table would seriously retard the progress of the Public School. Unless this feeling can be removed, we fear that several very efficient Principals will find themselves taxed beyond endurance, to conduct the Model School classes satisfactorily.

Visits.—It was the intention of your Sub-Committee to visit the Model Schools at least once during each term. Mr. James Hughes, Inspector for the City of Toronto, having received a commission from the Minister of Education to do other work, was unable to render any assistance in the matter of inspection, although in various other ways, he rendered valuable service. The investigation of the charges against the Central Committee during the month of November, curtailed the time of the other members of the Sub-Committee.

Notwithstanding these disadvantages, every Model School in the Province, with the exception of Port Perry and Yorkville, was visited once during the first term. Of the 35 Schools kept open during the second term, 7 were attended by not more than 2 students, and 22 were visited a second time. The aggregate of terms was 81; the aggregate of visits, 71. Renfrew was opened only during the second term and was not visited. This leaves only two Model Schools that were not visited either the first or second term.

Principals.—It will be seen that Thirty-six of the County Model Schools have complied with the Regulation requiring the Principal to hold a First-Class Provincial Certificate. Those yet defective in this respect, are Brampton, Belleville, Brantford, Bradford, Cornwall, Goderich, Hamilton, Mount Forest, Owen Sound, Milton, Ottawa, Peterboro', Simcoe, Farmersville and Port Hope.

Peterboro', Brantford and Simcoe are taught by University graduates and men of experience; Brampton is in charge of a First-Class County Teacher, who has been, for eleven years, Principal of the Public Schools. Bradford and Farmersville have secured the services of a First-Class Provincial Teacher for next year, and the Principals of the Schools at Goderich, Cornwall, Hamilton, Mount Forest, Owen Sound and Milton, expect to be duly qualified before the opening of the Model School in August next.

Assistants.—In Thirty-four of the Schools, the Regulation already established requiring two Assistants holding a Second-Class Provincial Certificate, has been complied with. Those yet defective are Barrie, Caledonia, Cornwall, Durham, Morrisburgh, Martintown, Newmarket, Napanee, Ottawa, Perth, Vankleekhill, Walkerton, Woodstock, Welland, Bradford and Milton. Provision has already been made for fully complying with this Regulation, next year, at Caledonia, Newmarket and Bradford, thus leaving only Thirteen Schools defective in its staff of Assistants next year. Similar provisions may have been made at other places though not reported to your Sub-Committee.

County Grant.—You will see that only Two Counties have refused to give any support to the County Model School. These are Prince Edward and Wentworth. Thirty-nine (39) Schools have already been voted sums varying from \$50 to \$150, and Five Counties were not reported—the County Council not having decided the matter when the report to us was made up. What may have been done since that date is unknown to your Sub-Committee.

Accommodation.—In regard to the Regulation, requiring an additional room for Model School purposes, we find that Thirty-two Schools are fully provided for. The places defective are Brampton, Cornwall, Goderich, Kingston, Martintown, Napanee, Ottawa, Kincardine, Cobourg, Milton, Renfrew, Strathroy, Chatham and Owen Sound.

At Cornwall, Kincardine, Napanee, Walkerton and Woodstock, it is expected, full provision will be made next year. At Brampton, Cobourg, Goderich, Owen Sound, Strathroy, Yorkville and Milton, a Junior Form of the Public School is dismissed, when the necessities of the Model School require it. We have to bear testimony to the very liberal manner in which Boards of Trustees placed their School-rooms at our disposal for Model School purposes.

Lecture Work.—It will be seen that the Teachers-in-training received instructions from a variety of sources. The County Inspectors were particularly cordial, and many of them, at considerable inconvenience, not only delivered lectures which were reported to us as valuable, but also visited the Model School from time to time and aided the Principal by their counsel and friendly co-operation. Assistance was also received from High School Masters of a very valuable character and several members of the Medical profession delivered lectures on Hygiene. Such assistance as that referred to above is valuable, not only from the character of the lectures delivered but also from the degree of sympathy enlisted and the higher status which it necessarily gives to Model School work.

Respectfully Submitted,

GEO. W. ROSS,

Chairman, Sub-Committee on Model Schools.

Strathroy, 4th January, 1878.

TABLE A.—SHEWING THE ATTENDANCE, NUMBER OF LESSONS TAUGHT, NUMBER OF LECTURES DELIVERED, CLASSES TAUGHT, AND STANDING OF TEACHERS-IN-TRAINING, AT THE COUNTY MODEL SCHOOLS.

NAME OF SCHOOL.	Number of Teachers-in-training present 1st Term.		Number of Teachers in training 2nd Term.		Total.	No. of Lectures delivered on Education, including methods of Teaching.	No of Lectures on Hygiene.	No. of Lectures on School Law.	No. of Lessons in Mental Arithmetic.	No. of Lessons in Reading.	Average number of Classes taught by each Teacher-in-training, 1st Term.	Average number of Classes taught by each Teacher-in-training, 2nd Term.	No. reported in Final Report as 1st rate.	No. reported in Final Report as 2nd rate.	No. reported in Final Report as 3rd rate.	No. reported in Final Report as 4th rate.	No. reported in Final Report as 5th rate.	No. reported in Final Report as 6th rate.	No. rejected by Boards of Examiners.	REMARKS.
	Males.	Females.	Males.	Females.																
Brampton	3	6	1	2	12	41	10	8	29	31	19	18	4	4	3	1				
Barrie	20	12		5	38	42	16	12	28	46	18	20	10	12	5	5				
Berlin			10	8	18	28	3	3	13	10		21	5	6	4		2	4		
Belleville	5	15			20	56	4	6		9	15		6	8	6				3	
Brockville	5	8			13	35			35	35	21		1	12						
Brantford	6	12			18	30	10	12	18	20	25		8	4	6					
Bradford	4	2	1		7	24	18	24	18	20	20	20		1	6					
Chatham	12	20	5	2	39	39	20	14	69	69	31	25	12	20	7					
Clinton	14	11	15	7	47	70	19	9	88	45	20	18	26	13	6	2				
Caledonia	5	7	6	7	25	20	10	10	30	10	60	60	4	16	1	*		1	* 2 not reported.	
Cobourg	16	4	2		22	46	6	4	5	5	25	37			14	6				
Cornwall	4	8	1	1	14	17	5	4	20	20	19	6	6	2	2					
Durham	9	6	1		16	17	5	4	13	13	18	30	4	9	3					
Farmersville	5	8	2	10	25	40	12	10	32	30	24	25	8	10	6	1				
Goderich	14	11	15	7	47	64	14	15	58	58	23	22	3	20	13	1				
Galt	7	10			17	13	5	4	14	12	14		10	6	1					
Hamilton	5	13	4	16	38	20	11	8	15	17	15	17	18	14	4	2				
Ingersoll			5	5	10	30	5	4	13	13		16	4	4	2					
Kincardine	14	9			23	19	5	6	4	22	25		2	8	10	2	1			
Kingston	5	17	3	10	35	60	12	6	30	30	16	18	7	23	5					
London	8	15			23	25	6	4	13	14	13		5	8	8		*		* 2 not reported.	
Lindsay	13	11	6	12	42	28	6	6	16	16	17	30	14	14	14					
Mount Forest	16	9	15	8	48	36	11	8	43	43	17	22								Standing not rep.
Milton	6	12			18	36	6	5	18	18	20		12	4	2					
Morrisburg	8	8	2		18	18	5	4			50	50	3	11	4					
Martintown	2	9			11	25	5	6	17	20	14		5	4	2					
Newmarket	9	8	2		19	21	4	4	14	14	37	28	4	6	5	4				
Napanee	8	12			20	26	7	5	20	16	10		12	4	3	1			4	
Owen Sound	18	15	4	1	38	42	10	10	30	30	12	20	18	18	2					
Ottawa	12	14	2		28	17	5	4	27	28	21	30	7	10	11					
Port Perry	8	8	2	2	20	22	10	8	8	10	21	22	5	9			*		6 not reported.	
Port Hope	5	3	6	3	17	35	5	4	21	24	28	26	6	8	2	1			1	
Peterborough	11	14			25	28	3	7	10	20	33		8	9	5	3				
Pictou	5	6			11	25	6	4	17	16	30		1	3	4	1	2			
Prescott	6	14	3	3	26	68	14	15	26	27	17	29	11	11	1				3	
Perth	18	30	9	3	60	43	22	17	40	55	50	50	14	21	20	5				
Renfrew			4	4	8	18	5	3	7	7		20	2	5	1					
Sarnia	10	15	6	12	43	43	15	15	37	34	12	18	23	14	4	2				
St. Thomas	17	8	3	2	30	51	10	8	36	38	11	19		12	17	1				
Strathroy	4	7			11	40	7	6	15	15	37			3	2	4	2			
Stratford	9	16	9	17	51	65	18	8	35	14	10	15		3	15	7	2	*		6 no rep. 2nd term.
Simcoe	7	13	5	13	38	70	28	28	42	70	16	19	8	10	16	2	2	*		4
St. Catharines	8	8	4	4	24	52	10	8			16	16	8	6	5	1		*		4 not reported.
Vankleek Hill	3	7			10	20	7	6	18	22	31		8	2						
Whitby	6	7			13	20	5	5	16	16	40			6	7					
Windsor	4	16	2	1	23	17	8	10	20	20	18	20	8	7	5	3				
Walkerton	5	9	2		16	20	5	10	12	10	12	19	1	2	12	1				
Woodstock			4	6	10	30	6	4	30	30		14	5	2	3					
Welland	5	9	4	7	25	50	14	8	36	34	22	18	9	12	4					
Yorkville	8	19			27	21	5	5	14	14	18		12	11	4					
	392	501	166	178	1237	1723	455	398	1174	1190	1042	851	340	425	299	65	11	6	22	

TABLE B.

STATEMENT SHEWING THE NAME AND CERTIFICATE OF THE PRINCIPAL OF EACH MODEL SCHOOL, THE QUALIFICATIONS OF THE ASSISTANTS, AND THE ROOM AND ACCOMMODATION PROVIDED BY BOARDS OF TRUSTEES.

Name of School.	Name and Standing of Principal.	Qualification of Assistants.	Rooms Provided.	Remarks.
Brampton	Adam Morton.	3 Seconds	None	Class Room used, Junior form ^a dismissed.
Barrie	W. B. Harvey.	1 Second	One room	
Berlin	Jeremiah Suddaby.	1 First, 1 Second	One room	
Bellefleur	John Irvine.	1 First, 1 2nd Pro.	One room	
Brockville	Charles Clarkson, B.A.	2 Firsts	One room	Two 2nd Class Teachers engaged for 1878.
Brantford	Wm. Wilkinson, M.A.	2 Firsts, 8 Seconds	One room	
Bradford	D. E. Sutherland.	1 Second	One room	
Chatham	John McCabe	4 Seconds	One room	
Clinton	D. M. Malloch.	1 First, 4 Seconds	One room	Class Room of Public School used. Room to be provided next year.
Caledonia	John McNevin	1 Second	One room	
Cobourg	W. E. Sprague	1 First, 1 Second	Junior form dismissed.	
Cornwall	George Milden.	None	None	
Durham	John Cushie	1 First, 1 Second	One room	Class Room of the Public School used.
Farmersville	W. A. Graham	2 Seconds	None	
Goderich	W. R. Miller	2 Seconds	One room	
Galt	Robert Alexander	2 Seconds	One room	
Hamilton	George W. Johnston.	1 First, 3 Seconds.	One room	Room provided for next year.
Ingersoll	J. S. Deacon	2 Seconds	None	
Kincardine	J. C. Powell	2 Seconds	One room	
Kingston	W. J. Sumnerby	2 Seconds	None	
London	W. J. Carson	1 First, 3 Seconds.	One room	Room will probably be provided next year.
Lindsay	J. H. McFaul	3 Seconds	One room	
Mount Forest	S. V. Westervelt	2 Seconds	One room	
Milton	P. McLean	None	None	
Morrisburg	J. S. Rowat	1 Second	One room	Three 2nd Class Teachers engaged for 1878. Room to be provided next year.
Martintown	Alexander Kennedy	1 Second	None	
Newmarket	William Rennie	1 Second	One room	
Napanee	A. C. Osborne	1 Second	One room	
Napanee	John A. Greig	6 Seconds	Class room used	A Junior form dismissed at 3 P. M.
Ottawa	J. A. Duncan.	1 Second	Not yet	
Port Perry	Alexander M. Rae.	1 First, 1 Second.	One room	
Port Hope	D. J. Goggin	5 Seconds	One room	
Peterborough	J. Frith Jeffers	2 Seconds, 1 First C	One room	A Junior form dismissed at 3 P. M.
Pictou	N. Gordon	2 Seconds	One room	

TABLE B.—STATEMENT SHEWING THE NAME AND CERTIFICATE OF THE PRINCIPAL OF EACH MODEL SCHOOL, &C.—Continued.

Name of School.	Name and Standing of Principal.	Qualification of Assistants.	Rooms Provided.	Remarks.
Prescott.....	J. S. Atkinson, M. D.....	1 First, 1 Second.	One room ..	
Perth.....	John Raine.....	.....	One room ..	
Renfrew.....	Henry Beer.....	None	None	Room to be ready next year.
Sarnia.....	Alexander Wark.....	2 Seconds	One room ..	
St. Thomas.....	N. M. Campbell.....	2 Seconds	One room ..	
Strathroy.....	D. A. Maxwell.....	1 First, 6 Seconds	No room ..	
Stratford.....	H. Dickinson.....	1 First, 2 Seconds	One room ..	Junior form dismissed, if required.
Simcoe.....	Rev. George Grant.....	11 Seconds	One room ..	
St. Catharines.....	B. A.....	1 Sec., 2 Firsts Co.	One room ..	
Vankleek Hill.....	James B. Gray.....	8 Seconds	Not yet	
Whitby.....	Henry Grey.....	.....	One room ..	
Windsor.....	James Brown.....	2 Seconds	One room ..	
Walkerton.....	James Duncan.....	1 Second .....	.....	Room will be provided next year.
Woodstock.....	Joseph Boag.....	1 Second .....	.....	Room will be provided next year.
Welland.....	E. D. Brown.....	1 Second	One room ..	
Yorkville.....	Robert Grant.....	1 First, 3 Seconds	Class room ..	Class room used, Junior form dismissed.
	W. J. Hendry.....	.....	.....

TABLE C.

STATEMENT SHEWING THE ASSISTANCE RENDERED PRINCIPALS OF MODEL SCHOOLS IN THE WAY OF LECTURES, BY COUNTY INSPECTORS AND OTHERS.

- Belleville*.—John Johnston, County Inspector, delivered several lectures.
- Berlin*.—Thomas Pearce, County Inspector, one lecture on heating and ventilating the School-room.
- Brockville*.—W. R. Bigg, County Inspector, several very valuable lectures.
- Bradford*.—Dr. Morton, Chairman of the Public School Board, several lectures on Hygiene.
- Chatham*.—E. B. Harrison, County Inspector, four lectures on Education.
- Cobourg*.—Edward Scarlett, County Inspector, several suggestions and assistance at opening of Model Schools.
- Clinton*.—A. Dewar, County Inspector, took the whole lecture course on School Law ; and J. Turnbull, B.A., Head Master of High School, took Reading and Elocution.
- Durham*.—Dr. Grant, three lectures on Hygiene.
- Farmersville*.—Second Assistant gave whole course on Hygiene and School Law.
- Goderich*.—J. R. Miller, County Inspector, whole course on School Law. H. J. Strang, B.A., Head Master of High School, took Grammar and History ; and S. P. Hall, assistant in High School, took Geography and Object Lessons.
- Hamilton*.—A. Macallum, M.A., LL.B., took Hygiene ; and J. H. Smith, County Inspector, took Methods of Teaching.
- Ingersoll*.—First Assistant took Reading, and W. Carlyle, County Inspector, delivered opening lecture.
- London*.—John Dearnness, County Inspector, lectured on Hygiene.
- Mount Forest*.—Dr. Youmans on Hygiene.
- Martintown*.—Two lectures by County Inspectors.
- Napanee*.—F. Burrows, County Inspector, one lecture on School Law ; Mr. Matheson, Head Master, High School, one lecture on Reading ; and Mr. Bowerman, one lecture on Spelling, one on Grammar, one on Geography.
- Ottawa*.—J. MacCabe, Principal, Ottawa Normal School, lecture on "Method," and Rev. John May, County Inspector, one lecture on Reading.
- Peterborough*.—J. C. Brown, County Inspector, one lecture on Reading ; and J. Stratton, Town Inspector, seven lectures on School Law.
- St. Thomas*.—A. F. Butler, County Inspector, several lectures on Reading and Elocution ; and Mr. Miller, Head Master, High School, lectured on School Law.
- Simcoe*.—H. N. Courtlandt, first assistant, took School Law and Hygiene.
- Vankleekhill*.—T. D. Steele, County Inspector, one lecture.
- Windsor*.—Th. Girardot and A. Bell, County Inspectors, delivered one lecture each.
- Woodstock*.—W. Carlyle, County Inspector, took up the course in Reading.
- Welland*.—J. H. Ball, B. A., County Inspector, took School Law ; and Dr. Cook, Hygiene.
- Walkerton*.—Rev. Dr. Bell, five lectures on Hygiene.
- Milton*.—Robert Little, County Inspector, delivered two lectures on Education.
- St. Catharines*.—J. H. Comfort, M. D., City Inspector, took Hygiene ; and J. B. Somerset, County Inspector, School Law.

TABLE D.

STATEMENT SHOWING THE MOST COMMON DEFICIENCIES OF TEACHERS-IN-TRAINING.

In answer to the question "What were the most common deficiencies in Teachers," I received the following answers :—

John Irwin, Belleville, says :—Inability to secure attention, and lack of clearness in explanation.

J. Suddaby, Berlin, says :—Faultiness of pronunciation.

Charles Clarkson, B.A., Brockville, says :—Want of method ; telling instead of teaching ; talking too much ; failing to find out what pupil already knew ; want of clearness ; inaccurate.

- Adam Morton, Brampton*, says :—Negligence in detecting errors.
- D. E. Sutherland, Bradford*, says :—Want of system, address, tact.
- W. Wilkinson, M.A., Brantford* says :—The most marked deficiency was, perhaps, in mental arithmetic ; a few showed a lack of taste in reading.
- George Milden, Cornwall*, says :—Grammatical errors, poor pronunciation and general deficiency in mental culture.
- John McCabe, Kent*, says :—Mental arithmetic.
- W. E. Sprague, Cobourg*, says :—Lack of energy and order.
- D. M. Malloch, Clinton*, says :—Grammatical accuracy.
- John Cushnie, Durham*, says :—Inability to control the class.
- W. A. Graham, Farmersville*, says :—Lack of energy, arising from timidity, not receiving the sympathy of the class, and generally not impressing the principal points of the lesson before ending it. Their improvement was very marked in every respect.
- W. R. Miller, Goderich*, says :—In ability to divide attention between class and subject. In ability to economize time and secure improvement.
- Robert Alexander, Galt*, says :—Nothing very marked.
- George W. Johnston, Hamilton*, says :—Lack of energy, method, government, reading and mental arithmetic.
- J. McNevin, Caledonia*, says :—Inability to maintain order.
- J. S. Deacon, Ingersoll*, says :—Lack of method, vivacity, watchfulness, tact.
- T. C. Powell, Kincardine*, says :—1st, lack of energy ; 2nd, indefinite teaching ; 3rd, asking questions without teaching ; 4th, bad preparation.
- W. J. Summerby, Kingston*, says :—1st, want of tact in management ; 2nd, inadequate knowledge.
- W. J. Carson, London*, says :—Lack of energy.
- John H. McCaul, Lindsay*, says :—Arithmetic, elocution, penmanship, drawing and music.
- Samuel B. Westervelt, Mount Forest*, says :—They generally failed in giving questions so as to secure and keep the interest of the class ; and failed in giving explanations.
- J. S. Rowat, Morrisburgh*, says :—Lack of energy and thoroughness.
- Alex. Kennedy, Martintown*, says :—Reading, Pronunciation.
- A. S. Osborne, Napanee*, says :—Grammatical errors in speaking, lack of mental arithmetic, bad reading, want of energy and non-appreciation of teaching as opposed to hearing a subject.
- Wm. Rannie, Newmarket*, says :—Lack of power to maintain order, energy.
- J. A. Duncan, Ottawa*, says :—Want of self confidence and inability to deal properly with pupils' answers.
- John A. Greig, Owen Sound*, says :—Want of energy and method.
- John Raine, Perth*, says :—Mode of asking questions, especially in higher classes, want of energy, want of ability in a few cases.
- J. F. Jeffers, Peterborough*, says :—Want of method, low voice, lack of command.
- J. S. Atkinson, M.D., Prescott*, says :—Lack of preparation.
- N. Gordon, Picton*, says :—Grammar, pronunciation, reading and spelling.
- Alex. M. Rue, Port Perry*, says :—Difficulty of maintaining order, and want of thoroughness in teaching.
- D. J. Goggin, Port Hope*, says :—Mental arithmetic, an inclination to *hear* lessons rather than *teach* them.
- N. M. Campbell, St. Thomas*, says :—Keeping class in proper position, mode of questioning and answering.
- Rev. Geo. Grant, B.A., Simcoe*, says :—A lack of energy and power to command attention.
- Alex. Wark, Sarnia*, says :—Lack of energy and inaccuracy.
- Henry Dickenson, Stratford*, says :—Want of ideas.
- Henry Gray, Pankleekhill*, says :—Want of aptitude in explanation, and *accuracy* securing attention.
- James Duncan, Windsor*, says :—Lack of energy and tact.
- James Brown, Whitby*, says :—Lack of confidence and power of explanation.
- E. D. Brown, Woodstock*, says :—Lack of energy and thoroughness.
- Robert Grant, Welland*, says :—Want of tact and energy.
- Joseph Boag, Walkerton*, says :—Want of aptitude to teach.

- Wm. J. Hendry, Yorkville*, says :—Lack of energy and impressiveness.
H. B. Harvey, Simcoe, says :—Not able to keep order and command attention, want of method.
P. McLean, Milton, says :—Diffidence, inaptitude in manner and style, depending too much on the Text Book.
H. Beer, Renfrew, says :—Want of energy, correction of errors.
D. A. Maxwell, Struthroy, says :—Rote teaching, teaching too much, lack of thoroughness, lack of information, defective questioning, lack of individuality, and copying other teachers slavishly.
J. B. Gray, St. Catharines, says :—Defects in method of teaching.

TABLE E.

STATEMENT SHEWING THE EFFECTS OF MODEL SCHOOLS ON THE PUBLIC SCHOOLS TO WHICH THEY WERE ATTACHED.

Have you any reason to suppose that the Model School has, in any way, retarded the progress of the Public School ; if so, in what way ?

In answer to this Question :

- Jeremiah Suddaby, Berlin*, says :—I am inclined to think not, on the whole.
Charles Clarkson, Brockville, says :—Yes, decidedly. Will not do so much hurt next year, however.
Adam Morton, Brampton, says :—The Teachers of the Model School are of opinion that it militates against progress and discipline.
D. E. Sutherland, Bradford, says :—No ; I think it has proved a great benefit.
Wm. Wilkinson, M.A. Brantford, says :—In some respects the Principal's room may have been hindered. In other respects I think it an advantage.
George Milden, Cornwall, says :—I think it is a benefit.
John McCabe, Chatham, says :—None except this last term of Model School. I have been without any assistant in my room, and the Board did not procure any one in her place, hence I had to teach my own class.
W. E. Sprague, Cobourg, says :—It evidently does retard for the first two or three months, and the highest division on 4th, 5th and 6th classes are very little benefited by the instructions given by the Teachers' in-training.
D. M. Malloch, Clinton, says :—None. It has but kindled enthusiasm and energy on the part of Teachers and pupils.
John Cushnie, Durham, says :—By inferior teaching, imperfect preparation, and inattention on the part of pupils.
W. A. Graham, Farmersville, says :—Progress not retarded.
W. R. Miller, Goderich, says :—No. Our promotion lists compare favourably with those of previous terms. Teachers have felt the necessity of more carefully preparing the work at home.
Robert Alexander, Galt, says :—No.
Geo. W. Johnston, Hamilton, says :—No.
J. McNevin, Caledonia, says :—Quite the contrary.
J. S. Deacon, Ingersoll, says :—I think the regular Teachers were improved by it.
T. C. Powell, Kincardine, says :—No. A Model School is no advantage.
W. J. Summerby, Kingston, says :—No.
W. J. Carson, London, says :—No.
John H. McFaul, Lindsay, says :—The Inspector has reported that the Model School has had a very beneficial effect upon the Public Schools of the town.
Samuel B. Westervelt, Mount Forest, says :—There is no doubt, that it has. In one way classes were not so well taught as if we had taught them ourselves.
J. S. Rowat, Morrisburgh, says :—None whatever.
Alex. Kennedy, Martintown, says :—No.
A. C. Osborne, Napanee, says :—We think it has hindered, to some extent, the progress of the classes for promotion. They seldom work as efficiently as the regular Teacher.

*Wm. Rannie, Newmarket, says :—*The Teacher required to spend time with the Teachers-in-training to the detriment of pupils in his division.

*J. A. Duncan, Ottawa, says :—*Tendency to disorganize.

*John A. Greig, Owen Sound, says :—*No. On the contrary, I think it has improved it.

*John Raine, Perth, says :—*It has been an injury to my higher classes. *Reasons.* Inexperience, too short a time in one room.

*J. F. Jeffers, M.A., Peterboro', says :—*It did not, owing to vigilance of regular Teachers, but it has a tendency to do so, by distracting pupils' attention.

*J. S. Atkinson, M.D., Prescott, says :—*I think the Public School has suffered in a degree.

This has been caused by want of proper preparation on the part of the students.

*N. Gordon, Picton, says :—*It has been an advantage to both the Teachers and pupils of the Public Schools.

*Alex. M. Rae, Port Perry, says :—*No. I think not.

*D. J. Goggin, Port Hope, says :—*The Model School has retarded the progress of our Schools somewhat. The best Teachers-in-training we had, taught less in half an hour than our own Teachers, while several not only wasted the pupils' time, but by their manner produced such a restless feeling in the class, that it afterwards required some effort on the part of the regular Teacher, to secure proper attention. During the first term this was not felt to any great degree, as the Teachers-in-training did their work exceedingly well, and what they lacked in teaching power, I think, was made up for, by the increased carefulness of our own Teachers ; but during the second term, our Teachers frequently complained of what I have mentioned above.

*N. M. Campbell, St. Thomas, says :—*None.

*The Rev. George Grant, B. A., Simcoe, says :—*No. I think it has rather improved the Public School by sharpening up and putting the Teachers of the Public School more on their mettle.

*Alex. Wark, Sarnia, says :—*I have not been able to attend to monthly examinations as formerly, which has, I think, retarded progress a little. But I shall be able to arrange so that this shall not occur in the future.

*Henry Dickenson, Stratford, says :—*No.

*Henry Gray, Vankleekhill, says :—*Yes, insufficient teaching of those in training, especially during first five months.

*James Duncan, Windsor, says :—*Retards apparently, but really a stimulus.

*James Brown, Whitby, says :—*Do not think it retards the progress.

*E. D. Brown, Woodstock, says :—*I have no reason.

*Robert Grant, Welland, says :—*It has not retarded it in any way.

*Joseph Bong, Walkerton, says :—*It did not retard the progress of the Public Schools, but assisted very much. The pupils in the junior rooms having improved very much.

*Wm. J. Hendry, Yorkville, says :—*No. On the other hand it did good by stimulating our Teachers.

*A. Macallum, M.A., LL.B., Hamilton, says :—*The Model School, instead of being a hindrance or in any way retarding the Central School to which it was attached, had just the opposite effect. It stimulated all concerned in the performance of duty, while the train of confusion incident upon the entrance of six or eight persons into a room at one time amounted to nothing.

*J. B. Boyle, Inspector, City of London, says :—*School lost one hour per day of Teachers' time, mental and physical strain on the Teacher very great. His energies divided between two classes of work, by no means identical. Will not say, but the good to be done by the County Model Schools will outweigh the drawback in proficiency to the ordinary classes.

TABLE F.

STATEMENT SHEWING THE MODEL SCHOOLS THAT HAVE BEEN GRANTED OR REFUSED
AID BY THE COUNTY COUNCILS AT THE DATE OF OUR REPORT.

	\$		\$
Brampton	—	Martintown	100
Barrie	100	Napanee	100
Berlin	100	Newmarket	100
Belleville	100	Ottawa	100
Brockville	Refused.	Owen Sound	100
Brantford	100	Port Perry	* No report.
Bradford	100	Port Hope	100
Chatham	150	Peterborough	* No report.
Clinton	100	Picton	Refused.
Caledonia	* No report.	Prescott	100
Cobourg	50	Perth	50 1st half year
Cornwall	100	Renfrew	* No report.
Durham	100	Sarnia	100 Promised.
Farmersville	100	St. Thomas	100
Goderich	100	Strathroy	100
Galt	100	Stratford	100
Hamilton	Refused.	Simcoe	100
Ingersoll	100	St. Catharines	100
Kincardine	100	Vankleekhill	Promised.
Kingston	* No report.	Whitby	Promised.
London	100	Windsor	100
Lindsay	100	Walkerton	100
Mount Forest	100	Woodstock	100
Milton	100	Wellsand	100
Morrisburg	100	Yorkville	100

TABLE G.

STATEMENT SHEWING THE MODEL SCHOOLS VISITED BY SUB-COMMITTEE, THE
NUMBER OF VISITS, AND BY WHOM MADE.

	NO. OF TERMS.	NO. OF VISITS.	BY WHOM VISITED.
Brampton	2	2	Geo. W. Ross once, and J. J. Tilley once.
Barrie	2	2	Geo. W. Ross twice.
Belleville	1	1	J. J. Tilley.
Brockville	1	1	J. C. Glashan.
Berlin	1	1	Geo. W. Ross.
Brantford	1	2	do twice, (second time to consult Principal).
Bradford	2	1	Geo. W. Ross, (only one Student 2nd term).
Chatham	2	2	do
Clinton	2	2	do
Caledonia	2	2	do
Cobourg	2	2	J. J. Tilley.
Cornwall	2	2	do (one to address Co. Council).
Durham	2	1	Geo. W. Ross, (only one Student 2nd term).
Farmersville	2	1	J. J. Tilley.
Goderich	2	2	Geo. W. Ross.
Guelph	0	1	Geo. W. Ross, (to meet Trustees for explanation).
Galt	1	1	Geo. W. Ross.
Hamilton	2	2	Geo. W. Ross once ; J. J. Tilley once.
Ingersoll	1	1	Geo. W. Ross.
Kincardine	1	1	do
Kingston	2	1	J. J. Tilley.
London	1	1	Geo. W. Ross.
Lindsay	2	2	J. J. Tilley.
Mount Forest	2	1	Geo. W. Ross.
Milton	1	1	do
Morrisburg	2	1	J. J. Tilley, (only two Students 2nd term).
Martintown	1	1	do
Newmarket	2	1	Geo. W. Ross, (only two Students 2nd term).
Napanee	1	1	J. J. Tilley.
Owen Sound	2	1	Geo. W. Ross.
Ottawa	2	1	J. C. Glashan, (only two Students 2nd term).
Port Perry	2	1	Geo. W. Ross.
Port Hope	2	2	J. J. Tilley.
Peterborough	1	1	do
Pictou	1	1	do
Prescott	2	2	J. J. Tilley once ; Geo. W. Ross once.
Perth	2	2	J. C. Glashan.
Renfrew	1	..	Not visited.
Sarnia	2	2	Geo. W. Ross.
St. Thomas	2	2	do
Strathroy	1	1	do
Stratford	2	2	do
Simcoe	2	2	do
St. Catharines	2	2	Geo. W. Ross once ; J. J. Tilley once.
Vankleekhill	1	1	J. C. Glashan.
Whitby	1	1	J. J. Tilley.
Windsor	2	2	Geo. W. Ross.
Walkerton	2	1	do (two Students 2nd term).
Woodstock	1	2	Geo. W. Ross, (once to meet Trustees).
Welland	2	2	Geo. W. Ross, once ; J. J. Tilley once.
Yorkville	1	..	James Hughes consulted with Teacher.
Total	81	71	

Total number of Terms	81
Total number of Visits	71
Schools visited twice	22
Schools visited once	27
Schools not visited either Term	2

APPENDIX E.

REPORT ON THE PUBLIC SCHOOLS IN THE DISTRICTS.

ALGOMA DISTRICT.

R. Little, Esq.—1. In the Algoma District there are twenty-five sections, of which twelve are in the Municipalities of Howland, Assiginack, Gordon, St. Joseph, Sault Ste. Marie, and Shuniah; and thirteen in unorganized Townships or locations. Fourteen of the sections are in the Great Manitoulin Island, two in the Island of St. Joseph, and nine on the north shores of Lakes Huron and Superior. The fourteen sections in Manitoulin Island are thus distributed: two in the Municipality of Howland, four in the Municipality of Assiginack, and one in the Municipality of Gordon; one in the unorganized Township of Sandfield, two in the unorganized Township of Tehkummah, two in Caernarvon, a union section between Tehkummah and Sandfield, and a union between Billings and Allan.

2. In twenty-four of the twenty-five sections, school sites have been procured. There are thirteen sites, each half an acre in extent, one is three-quarters of an acre, and one an acre and a half. Seven sites are an acre each. The Shuniah site is two acres, and No. 1 Howland is five acres.

3. In twenty-three sections, school-houses have been built or are now in course of erection. Since my inspection last year, new schools have been erected or are now nearing completion in No. 1, Howland (frame). No. 4, Assiginack (log); No. 1, Billings and Allan (frame); No. 1, Caernarvon (log); No. 2, Caernarvon (log); No. 2, St. Joseph (log); No. 1, Thessalon (frame); No. 1, Shuniah (frame, and No. 1, Sault Ste. Marie (brick).

The new school-house in No. 1, Howland, is the best in Manitoulin Island. It is a frame building, 32 feet long, 24 feet wide, and 14 feet between floor and ceiling. It contains seats and desks for 40 pupils. Both seats and desks are reversible.

The new school-house at Prince Arthur's Landing is an excellent two-story frame building, erected at a cost of \$2055. The senior department contains seats and desks for 60 pupils. The desks are designed for two pupils at each, but each pupil has a reversible chair. The cost of furnishing this department amounted to \$168 without counting freightage. It is intended to seat the junior department to correspond with the senior. Each department is 34 ft. 6in. in length, and 29 ft. in breadth. There are two class rooms (one for each department) each 19 ft. long and 10 ft. wide, and two cap rooms, each 10 feet by 9 ft. 6 in.

The new school in course of erection at Sault Ste. Marie will doubtless be the finest in the district. The estimated cost is \$5,850. The site—an acre in extent—which cost \$800, is enclosed with a light board fence 8 feet high, painted on the inside, and built at a cost of \$300. Two sets of pipes have been laid down to the river, at a cost of \$150, one for draining the school-house and grounds, and the other for supplying the school with an abundant supply of water.

The building and furniture will cost \$4600. The basement storey is to be fitted up for a recreation room for the pupils in stormy weather, and for their use during the noon recess. The plan provides for two departments, a gallery room, hat and cloak rooms, lavatory, &c. There will be separate entrances for the boys and girls.

The plans which accompany my detailed Reports shew that considerable improvement has been made during the year in the manner of seating the pupils. The Schools deserving notice in this connection are Assiginack, Tehkummah, 1 and 2 Caernarvon, 1 St. Joseph, and Bruce Mines. The Bruce Mine School has been thoroughly repaired. The walls have been plastered and whitewashed. New floors have been laid down, and the woodwork has been painted. Both departments are now fitted up with double desks; it is as yet, the best school-house in the district.

I have prepared and transmitted to Trustees in ten Sections, plans for seating the new Schools, and for re-seating some of the old ones.

4. In 1875, there were in the district eleven school-houses, with ten schools in ope-

ration. In 1876, there were seventeen school-houses, with twelve schools open during the first half-year, and fourteen during the second. This year, there are nineteen Schools in operation, and four school-houses which are expected to be ready for occupancy this fall. In Manitoulin Island, during the first half of 1875, there were only four Schools in operation; now there are eleven, and there are also school-houses nearly completed in two of the remaining three sections.

5. The estimated value of property assessed in the district last year for School purposes, amounted to \$555,322; being an increase of \$308,846 over the assessment of 1875, and affording a signal proof of the prosperity of the various settlements. The total receipts of Trustees from all sources, in 1876, amounted to \$9,363; being an increase of \$4,422 over those of the previous year. In 1875, the expenditure for School purposes amounted to \$4,234, and in 1876 to \$8,362; or an increase of \$4,128. The amount paid Teachers in 1876, was \$4,438, or \$1,691 more than in 1875. The average salary of male Teachers last year was \$387, and of female Teachers \$261.

The amount paid in purchasing school sites and in building school-houses, was \$2,687 in 1876, against \$437 in 1875, showing an increase in this item of \$2,250.

The value of School property in the district in 1876, was more than double what it was in 1875. In the latter year it amounted to \$4,241, whilst last year it was estimated at \$8,778, showing an increase during the year of \$4,537. The value of the school-houses and sites in 1876, was \$7,788; and in 1875, \$3,511; desks and furniture are valued at \$736; maps and apparatus at \$178, and library books at \$49.

6. The total number of children resident in the district between the ages of five and sixteen years, was at the close of 1876, 997; being an increase of 261 over the previous year. There was, however, an increase of 370 in the number of pupils enrolled in 1876, when compared with the number enrolled in 1875.

The increase in the daily average attendance is the surest test of the prosperity of the Schools, and the following statement shows steady advancement. The average attendance for the half year ending the 30th June, was in

1875.	1876.	1877.
263.49.	376.00.	441.45.

and for the half-year ending 31st December, was in

1875.	1876.
182.31.	314.26.

The largest average attendance daily last half year was in No. 1 Shuniah, 114. The following also deserve honourable mention: Sault Ste. Marie, 53; Gore Bay, 45; Bruce Mines, 43; Killarney, 35; No. 1 Assiginack, 29.

Six new settlements are being formed in various parts of the district, and I have taken steps to organize additional sections as soon as practicable. From my detailed reports you will observe, that I visited every section but one, and I have endeavoured to describe to you as fully and accurately as possible the actual condition of each School. The progress observable throughout the district is very marked and highly gratifying. The settlements are rapidly improving in spite of many obstacles, one of the chief of which is the absence of leading roads. The planting of school-houses in settlements only two or three years old is one of the most cheering proofs of the adaptability of our Public School System to the Educational wants of our Province.

PARRY SOUND DISTRICT.

J. R. Miller, Esq.—I have the honour to submit my report on the condition of Schools in the Parry Sound District.

I was accompanied during my visit to this District by Mr. Halls, Assistant Teacher of the Goderich High School. The time occupied was 22 days and the distance travelled nearly 800 miles. The Townships visited were Foley, Humphrey, Christie, Spence,

Ryerson, Chapman, Croft, Monteith, Hagerman, McKellar, Ferguson, McDougall, and Carling. We were compelled to travel by all modes of conveyances, very frequently on foot over all kinds of roads. Since my last visit in 1875, very great progress has been made in almost all parts of the country, and in many places the change is really wonderful in so short a time. Upon the whole, the standing of Schools in the District is good. The work in many of the classes will compare most favourable with that of many of the Schools in the older portions of our Province. The supply of apparatus in the great majority of Schools is quite inadequate, and I do hope the Government will do something to assist the struggling backwoodsman in the matter by supplying the necessary maps and apparatus to all newly established school sections. A few of the sites are neatly fenced, and in many cases the necessary outhouses are placed in proper positions. In most instances good desk accommodation is provided, two at a desk, but in some houses trustees adhere to the old plan, a row of seats around three sides of the room before a desk attached to the wall.

The majority of Trustees and people express thanks to the Government for what is being done, but still they cry "it is hard work to keep our Schools in operation during the year." In my opinion they do deserve great credit for their efforts, as the tax necessary to pay expenses bears very heavily upon them.

In two of the sections very good Libraries have been secured from the Department. These are highly spoken of and no doubt will do much good. I met all the Reeves of the District and pressed upon them the advantages to be derived from the Township Board system in preference to the Section system. They all agreed that the plan would work well in their circumstances, and promised to do all they could to introduce the new system at the new year. In such a country broken up by its many lakes the section system cannot be productive of such benefits as can be secured by a Township Board. I would strongly advise, in case of more legislation, that the law be so amended in the case of new districts that the Township Board shall come into operation when municipal organization takes place.

The question of supplying the schools of the District with a proper class of teachers is one of the greatest importance. At present many of those at work are not competent for the task. Heretofore there has been little choice, as good teachers will not go in from the older counties and accept the low salary and isolation from comforts common to the older counties. There are two plans that have suggested themselves to my mind; one, to establish a good training and Model School within the District, or to offer a bonus similar to that offered now to teachers attending the Normal School, to enable them to receive a training in one or other of our excellent High Schools. A Model School might possibly be organized at Parry Sound Village, but for the present I would prefer the latter course.

In order to do all the good I could I arranged for a meeting of teachers at Parry Sound Village when we spent the greater part of two days in doing practical work in discussing the objects and means of imparting education. Several of the teachers came over 30 miles and all declared themselves well satisfied with the result of the work done. The programme was as follows:—

- I. Lecture on Education by Inspector.
- II. How to teach Geography, by Mr. Symington.
- III. How to teach Composition, by Mr. S. P. Halls.
- IV. How to teach Tablet Lessons and work of parts I. and II. First Book, by Inspector.
- V. How to teach Grammar to beginners, by Inspector.
- VI. An Object Lesson, by Mr. S. P. Halls.
- VII. How to teach Arithmetic to beginners, by Inspector.

On the first evening a public meeting was held, when a varied programme consisting of Readings by Messrs. Halls and Crichton, singing and an address by the Inspector on "The leading features of our School system," was gone through with. On the following evening an exercise in reading was taken up, and each applicant for a certificate required to read, after which followed a general criticism of the passages read. The examination was similar to that given to pupils entering the High Schools and resulted more favourably than I had anticipated, only two who came forward having failed in passing the required test. The following notice which appeared in the *North Star*, published in Parry Sound,

will give you a brief account of the proceedings referred to, a period of considerable anxiety to me, but for which I was well repaid by the attention given by the class to the various exercises engaged in.

"J. R. Miller, Esq., Public School Inspector, for the County of Huron, whose talents are evidently well appreciated by the Education Department of our country, having been appointed to organize, remodel and stimulate educational matters in our district, has lately paid us a visit. He has, we are happy to say, most thoroughly and efficiently performed the duties which Government laid upon him. Arriving in our midst on Saturday, the 18th ult., he started on the 20th on his tour of inspection, accompanied by Mr. Halls, of the Goderich High School. Travelling through the Townships of Foley, Humphrey, Monteith, Spence, Ryerson, Croft, Hagerman, McKellar, Ferguson and Carling, he returned to McDougall, where he finished his arduous and toilsome labours by examining the School of Parry Sound Village, under the care of Mr. Alexander Flemming and Miss Ellen Kirkman. The examination of the schools occupied a day and a half, when the following promotions were made:—

From Part I. to Part II.—First Book.

"Margaret Murray, Alfred Bowers, Sophia Langton, and Francis Collett.

From Part II. to First Class.

"Celia McGee, Mary Wallace, Wm. Dowell, Clara Olmstead, Wm. Smithon, Wm. Wallace, Ed. McKay, Sylvester Moulton, Sarah Miller, John Crichton. Absent, but recommended by teacher for promotion—Margaret Siefusson, Joseph Brosseau, and Solomon Lewis.

From First to Second Class.

"Frederick Walton, Edmund Farrer, Mary Beveridge, J. N. Crichton, Nellie McKay, Frank Walden, Emily Hills, Leander Grandmont, James Eccleston, David Oastler.

From Third to Fourth Class.

"Eleanor Burritt and Alexander H. Crichton.

"A large number of teachers being in the Village for the purpose of obtaining certificates, Mr. Miller availed himself of this opportunity, by recommending the formation of a Teacher's Institute, which suggestion met with universal approval.

"The Institute held its first meeting on Wednesday, the 29th, at two o'clock, when the Rev. R. Dewar, a member of the Board of Guardians, for the County of Grey, who happened to be in the District on business connected with the Presbyterian cause, was unanimously called to the chair.

"After certain preliminary matters had been disposed of, an interesting and exhaustive address was delivered by Mr. Miller, on the subject of Education. This he treated under three aspects—Religious, Æsthetic and Scholastic; each of which he treated in a masterly manner; followed up by a number of practical hints to teachers on the difficulties incident to their profession, and the best mode of overcoming them.

"He was followed by Mr. Symington, in a practical and comprehensive paper on the mode of teaching Geography.

"Mr. Halls succeeded him, on the teaching of Composition, with Black Board illustrations, showing the best modes, from the simple to the complex, suited to the requirements of the various classes in a Public School. In his address he exhibited the possession, in a large degree, of that desideratum in a Teacher—the '*suaviter in modo*,' in combination with the '*fortiter in re*.'"

"Next day a thorough analysis of Grammar, Arithmetic and Reading was given by Mr. Miller; and Mr. Halls concluded with an Object Lesson.

"On Wednesday evening a Conversazione was held in the Assembly Rooms, which was largely attended by the general public.

"Mr. Miller sketched briefly and ably the Educational System of Canada, and the proceedings of the evening were varied with music, readings and recitations by the teachers present, evidently to the great delight of the audience.

"On the following days a Teachers' Examination was held, after which Certificates were granted the following:—

"Parry Sound.—Elizabeth Johnson, Helen Kirkman, Lois Burritt, William Crichton, Alexander Crichton, Arthur J. Collett.

"Ashdown.—Eliza Waeker.

"McKellar.—Ann M. Tully, Margaret J. Taylor, and Henry Harper.

"Spence.—Chris. L. Crossweller.

"Dunchurch.—Thomas Buttler.

"Falding.—William Mathewson.

"Certificates were also granted to the following, who could not attend the above examination:—George Cowan, Maganetawan; Barbara Crosswell, Ashdown, and William Elliott, Trout Lake. In addition to the foregoing, several Certificates were endorsed.

"This terminated the most interesting and instructive Inspector's visitation that has ever fallen to the lot of Parry Sound, the effects of which cannot fail to have a highly beneficial effect on its educational interests."

At the close of the meeting, a Teachers' Institute was formed, to meet semi-annually, officers were elected, and I promised to do my utmost to secure a grant from Government, not only for the future, but for what has already been done. I did what I could to reduce expenses to the minimum, but if the Department can give anything towards defraying the legitimate expenses of those attending the meeting referred to, as also to give an annual grant hereafter, it will be most thankfully received by all concerned.

I had a long conference with about forty Indians from Parry Island, Shawanaga, and French River Reserves. Two of their Chiefs, as also many of their leading men, were present. Mr. Elliott, Methodist Missionary, was the interpreter. The following statement is taken from my note book:

Conference with Indians on 27th of August, in tent of Chief James. Pagamegabow, Chief of Parry Island Indians, promised to build school-house, and for his band to give \$100 per annum to assist in paying salary of teacher. There are forty children on Reserve, and all could attend.

Chief James, of Shawanaga Reserve, states that there are at least 36 of school age who could attend regularly. He guaranteed a school-house, but could not say how much money would be given by the band. When he returns home a Council will be held, and information will be sent me shortly of result. See his letter written by himself appended.

The Chief of French River Reserve was not present, but it was stated that there are at least 26 on the Reserve. A school-house is already built, and their Council has promised through Captain Skein, the Indian agent, to make an annual grant of \$100 towards paying salary of teacher—one has offered her services for the work.

Let me add, that the great majority of the Indians on these Reserves are Christians, that they have pensions and can well afford to pay the amount promised. They are anxious that their children shall be able to read and write and talk English. I trust, Sir, that you will be able to do something for those people who are quite willing from what has been said, to assist in helping themselves.

INDIAN RESERVE, SHAWANAGA,
Sept. 4th, 1877.

J. R. MILLER, ESQ.,
Inspector of Public Schools,
Goderich.

DEAR SIR,—I have this day called a Council with my people for the consideration of what money would we appropriate towards the intended School which is to be established here, if consented to by the Government, and after short deliberations we came to the conclusion to give one hundred dollars (\$100), to be paid annually out of our annuity money for said intended school. And I have to inform you that my people are ready with glad hearts to gather all the materials required for a school-house, and to commence putting it up by next spring.

I heartily wish you success in endeavouring to do something for the welfare of your red brethren and their children.

I am, dear Sir, with great respect,
Your obedient, humble servant,
S. JAMES,
Indian Chief.

APPENDIX F.

ORDERS IN COUNCIL.

I.—CANCELLING OF HIGH SCHOOL HEAD MASTER'S CERTIFICATE OF L. V. BRISTOW, B.A.

Copy of an Order in Council, approved by His Honour the Lieutenant-Governor, the 22nd day of January, A.D., 1877.

The Committee of Council have had under consideration the annexed report of the Honourable the Minister of Education, dated the 18th of January, 1877, wherein he states that he has inquired into the circumstances stated in the "Orillia Times," respecting the conduct of Mr. Leonard Vaughan Bristow, Bachelor of Arts, late Head Master of the Orillia High School, and has found this statement to be correct in substance. The Minister recommends that the certificate granted to Mr. Bristow of qualification as High School Head Master be withdrawn and cancelled.

The Committee advise that the recommendation of the Honourable the Minister of Education be acted upon.

22nd January, 1877.

Certified. (Signed) J. G. SCOTT,
Clerk, Executive Council, Ontario.

EDUCATION DEPARTMENT, ONTARIO.

In the matter of L. V. Bristow.

The undersigned respectfully recommends to His Honour the Lieutenant-Governor in Council, that having inquired into the circumstances stated in the "Orillia Times" respecting the conduct of Mr. Leonard Vaughan Bristow, B.A., late Head Master of the Orillia High School, and having found this statement to be correct in substance, that the certificate granted to Mr. Bristow, of qualification as High School Head Master be withdrawn and cancelled.

Respectfully submitted,

Education Department, Toronto,
18th January, 1877.

(Signed) ADAM CROOKS,
Minister of Education.

II.—MODIFICATION IN SUBJECTS OF EXAMINATION FOR ENTRANCE TO HIGH SCHOOLS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 15th day of February, A.D., 1877.

The Committee of Council have had under consideration the annexed report of the Honourable the Minister of Education, dated the 12th day of February, 1877, recommending that certain modifications set forth in the said report should be made in the subjects prescribed for Candidates for entrance into the Collegiate Institutes and High Schools, and that the same should come into effect at the examination to be held in June next.

The Committee advise that the recommendation of the Honourable the Minister be acted upon.

Certified.

15th February, 1877.

(Signed) J. G. SCOTT,
Clerk of Executive Council, Ontario.

EDUCATION DEPARTMENT, ONTARIO.

Admission to High Schools.

The undersigned has the honour to recommend to His Honour the Lieutenant-Governor in Council, that, in accordance with the suggestion of the Central Committee of Examiners, the following modifications shall be made in the subjects prescribed for Candidates for entrance into the Collegiate Institutes and High Schools, and that the same shall come into effect at the examination to be held in June next, viz. :—

1. Candidates will be examined in the leading facts of English History. The questions set will not demand a minute knowledge of details, but will be strictly limited to the outlines of the subject.

2. Candidates will be examined, as heretofore, in reading from the Fourth Reader pp. 1, 246 ; but they will in addition be expected to show that they understand the meaning of these reading lessons. They will likewise be examined more minutely in the selections enumerated in the following list, and they will be required to reproduce the substance of one or more of them in their own language :—

1. The Norwegian Colonies in Greenland—Scoresby.
2. The founding of the North American Colonies—Pedley.
3. The Voyage of the Golden Hind—British Enterprise.
4. The Discovery of America—Robertson.
5. The Death of Montcalm—Hawkins.
6. Jacques Cartier at Hochelaga—Hawkins.
7. Cortez in Mexico—Cassell's Paper.
8. The Buccaneers—The Sea.
9. The Earthquake of Caraccas—Humboldt.
10. The Conquest of Peru—Annals of Romantic Adventure.
11. The Conquest of Wales—White's Landmarks.
12. Hermann, the Deliverer of Germany—Jerrer.
13. The Burning of Moscow—Segur's Narrative.
14. The Battle of Thermopylae—Raleigh.
15. The Destruction of Pompeii—Magazine of Art.
16. The Taking of Gibraltar—Overland Route.

The Local Boards are directed not to admit Candidates that fail to obtain one half of the marks given for the parsing question on the paper in grammar.

Respectfully submitted,

(Signed)

ADAM CROOKS,
Minister of Education.

Education Department, Toronto,
12th February, 1877.

III.—CANCELLING OF HIGH SCHOOL HEAD MASTER'S CERTIFICATE GRANTED TO GEORGE EDGE-CUMBE, B.A.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 26th day of March, A.D. 1877.

Upon the consideration of the recommendation contained in the annexed report of the Honourable the Minister of Education, dated the 20th day of March, 1877, the Committee of Council advise that the Certificate of eligibility, as Head Master of a High School, granted Mr. George Edgecumbe, Bachelor of Arts, be revoked and cancelled.

Certified.

(Signed)

J. G. SCOTT,
Clerk, Executive Council, Ontario.

26th March, 1877.

In the matter of Mr. George Edgecumbe.

The undersigned respectfully submits for the consideration of His Honour the Lieutenant Governor in Council, the following with reference to the case of Mr. George Edgecumbe, B. A., late Head Master of the Elora High School; that on the 20th of last month, the attention of the undersigned was called to a paragraph published in the *Weekly Globe* newspaper, of the 9th of the same month, referring to the circumstances connected with the assumed marriage of Mr. Edgecumbe with a pupil of the High School, and the alleged divorce of his wife by some proceeding in the State of New York.

That on the High School Board being required to furnish information and to explain their action in connection with the statement made in this paragraph, the Chairman of the Board, on the 16th instant, reported that "it is unquestionably true, according to "Mr. Edgecumbe's own admission made to the Trustees, that he was married to the "young woman referred to, and at the time and place specified, having, as he affirms, been "divorced in New York State, a short time before, from his former wife."

That Mr. Edgecumbe has accordingly, in the judgment of the undersigned, been guilty of such immorality as to become disqualified from any longer holding the position of Head Master of a High School, and he respectfully recommends that his Certificate be revoked and cancelled.

Respectfully submitted.

(Signed)
Education Department, 20th March, 1877.

ADAM CROOKS,
Minister of Education.

IV.—AMENDED HIGH SCHOOL PROGRAMME AND REGULATIONS FOR INTERMEDIATE EXAMINATIONS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 11th day of April, A.D. 1877.

Upon the recommendation of the Hon. the Minister of Education, dated the 6th day of April, 1877, the Committee of Council advise that Your Honour approve of the accompanying amended High School Programme and the Regulations for Intermediate Examinations, as revised by the Minister on the 6th day of April instant, on the report of the Central Committee of Examiners.

Certified.

11th April, 1877.

(Signed) J. G. SCOTT,
Clerk Executive Council, Ontario.

I. AMENDED PROGRAMME.

N.B.—Instead of a fixed amount of work for each Form, the Department prescribes the subjects of study, and the amount to be done in each subject in the Lower School and in the Upper School respectively; leaving it to the local authorities to decide (subject to the approval of the High School Inspectors) according to the varying circumstances of the Schools, the order in which the subject shall be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once.

Lower School.

Group A.—English Language.—Review of Elementary Work; Orthography, Etymology, and Syntax; Derivation of Words; Analysis of Sentences; Rendering of Poetry into Prose; Critical Reading of portions of the Works of Authors of the Eighteenth and Nineteenth Centuries, to be prescribed from time to time by the Education Department*; Com-

* For 1876 and the former half of 1877, Gray's "Elegy" and Sir Walter Scott's "Lady of the Lake" have been prescribed. Candidates will be expected to show that they have read the whole of the latter poem; but the questions set will be based mainly on Cantos v. and vi. The University Examination for 1878 will determine the books to be read for the second Intermediate Examination in 1877.

position,—the Framing of Sentences, Familiar and Business Letters ; Abstracts of Readings or Lectures ; Themes ; generally, the formation of a good English Style ; Reading, Dictation and Elocution, including the learning by heart and recitation of selected passages from Standard Authors.

Group B.—Mathematics.—(a) Arithmetic ; Simple and Compound Rules ; Vulgar and Decimal Fractions ; Proportion ; Per-centage in its various applications ; Square Root.

(b) Algebra—Elementary Rules ; Factoring ; Greatest Common Measure ; Least Common Multiple ; Square Root ; Fractions ; Surds ; Simple Equations of one, two and three unknown quantities ; Easy Quadratics.

(c) Geometry—Euclid, Books I. and II., with easy exercises ; Application of Geometry to the Mensuration of Surfaces.

(d) Natural Philosophy—Composition and Resolution of Forces ; Principle of Moments ; Centre of Gravity ; Mechanical Powers, Ratio of the Power to the Weight in each ; Pressure of Liquids ; Specific Gravity and Modes of determining it ; the Barometer, Syphon, Common Pump, Forcing Pump and Air Pump.

Group C.—Modern Languages.—(a) French ; The Accidence and Principal Rules of Syntax ; Exercises ; Introductory and Advanced French Reader ; Re-translation of easy passages into French ; Rudiments of Conversation.

(b) German ; The Accidence and the Principal Rules of Syntax ; Exercises ; Adler's Reader, 1st, 2nd and 3rd Parts ; Re-translation of easy passages into German ; Rudiments of Conversation.

Group D.—Ancient Languages.—(a) Latin : The Accidence and the Principal Rules of Syntax and Prosody ; Exercises ; Cæsar, *De Bello Gallico*, Book V, and Virgil, *Æneid*, Book II. vv. 1—300 ; Learning by heart selected portions of Virgil ; Re-translation into Latin of easy passages from Cæsar.

(b) Greek, optional.

Group E.—Physical Sciences.—Chemistry ; a course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal and Blue Vitrol ; Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and their more important Compounds ; Combining Proportions by weight and by volume, Symbols and nomenclature.

Group F.—History and Geography.—(a) Leading Events of English and Canadian History, also of Roman History to the end of the Second Punic War.


(b) A fair course of Elementary Geography, Mathematical, Physical and Political.

Group G.—Book-keeping, Writing, Drawing and Music.—(a) Single and Double Entry ; Commercial Forms and Usages ; Banking, Custom House, and General Business Transactions.

(b) Practice in Writing.

(c) Linear and Free Hand Drawing.

(d) Elements of Music.

 An option is permitted between (i.) Latin ; (ii.) French ; (iii.) German ; and (iv.) Natural Philosophy, Chemistry and Book-keeping.

Upper School.


Group A.—English Language.—Critical Reading of portions of the Works of Authors of the Sixteenth and Seventeenth Centuries, to be prescribed from time to time by the Education Department. For 1876 and the former half of 1877, Shakespeare's Tragedy of "Macbeth" and Milton's "Il Penseroso" have been prescribed.* Composition, Reading and Elocution ; the subject generally, as far as required for Senior Matriculation with Honours in the University.

Group B.—Mathematics.—(a) Arithmetic ; The Theory of the subject ; Application of Arithmetic to complicated business transactions, such as Loans, Mortgages and the like.

(b) Algebra ; Quadratic Equations, Proportion, Progression, Permutations and Combinations, Binomial Theorem, Properties of Numbers, etc., as far as required for Senior Matriculation with Honours.

* NOTE.—Editions of these are now on sale at the Depository Branch of the Education Department.

- (c) Geometry : Euclid, Books, I., II., III., IV., Definitions of Book V., Book VI., with Exercises ; Analytical Plane Geometry.
- (d) Trigonometry, as far as required for Senior Matriculation with Honours.
- (e) Natural Philosophy : Dynamics, Hydrostatics and Pneumatics.
- Group C.—Modern Languages.*—(a) French ; Grammar and Exercises ; Corneille, Horace ; Dumas, Tulipe Noire ; De Staël, L'Allemagne, Première Partie ; Molière, L'Avare and Les Fourberies de Scapin ; Montalembert, De L'Avenir Politique de L'Angleterre ; Translation from English into French ; Conversation, etc., as far as is required for Senior Matriculation with Honours.
- (b) German ; Grammar and Exercises ; Musaeus, Stumme Liebe ; Schiller, Lied von der Glocke, Neffels Onkel, and Wallenstein's Lager, Fouqué, Aslauga's Ritter ; Chamisso, Peter Schlemihl ; Outlines of German Literature, 1300-1670 ; Translation from English into German ; Conversation.
- Group D.—Ancient Languages.*—(a) Latin ; Grammar ; Cicero, Pro Lege Manilia and in Caecilium ; Ovid, Fasti, Book I., exclusive of vv. 300-440 ; Virgil, Aeneid, Books II and VII., and Georgics, Book I ; Cæsar, Bell. Gall., Book IV, cc. 20-36, and Book V., cc. 8-23 ; Horace, Odes, Books I. and III. ; Livy, Book IX. ; Translation from English into Latin Prose, etc., as far as is required for Senior Matriculation with Honours.
- (b) Greek : Grammar ; Xenophon, Anabasis, Book I. ; Homer, Iliad, Books I. and XII. ; Odyssey, Books IX. and XII. ; Demosthenes, Philippics I. and II., against Aphobus, I. and II. ; Herodotus, Book I., cc. 26-92, etc., as far as is required for Senior Matriculation with Honours.
- Group E.—Physical Science.*—(a) Chemistry ; Heat—its sources ; Expansion ; Thermometers—relations between different scales in common use ; Difference between Temperature and Quantity of Heat ; Specific and Latent Heat ; Calorimeters ; Liquefaction ; Ebullition ; Evaporation ; Conduction ; Convection ; Radiation. The chief Physical and Chemical Characters, the Preparation and the characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus and Silicon.
- Carbonic Acid, Carbonic Oxide, Oxides and Acids of Nitrogen, Ammonia, Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosphoric Acid, Phosphuretted Hydrogen, Silica.
- Combining Proportions by weight and by volume ; General Nature of Acids, Bases and Salts ; Symbols and Nomenclature.
- The Atmosphere—its constitution ; Effects of Animal and Vegetable life upon its composition ; Combustion ; Structure and Properties of Flame ; Nature and Composition of ordinary Fuel.
- Water—Chemical Peculiarities of Natural Water, such as Rain Water, River Water, Spring Water, Sea Water.
- (b) Botany ; an introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant of the Crowfoot, Cress, Pea, Rose, Parsley, Sunflower, Mint, Nettle, Willow, Arum, Orchis, Lily and Grass Families ; Systematic Botany ; Flowering Plants of Canada.
- (c) Physiology ; General view of the Structure and Functions of the Human Body ; The Vascular System of the Circulation ; the Blood and the Lymph ; Respiration ; the Function of Alimentation ; Motion and Locomotion ; Touch, Taste, Smell, Hearing and Sight ; the Nervous System.
- Group F.—History and Geography.*—(a) History : English, the special study of the Tudor and Stuart Periods ; Roman, to the death of Nero ; Grecian, to the death of Alexander.
- b Geography, Ancient and Modern.

 Masters will be at liberty to take up and continue in the Upper School any subject from the Lower School that they may think fit.

Every pupil in the Upper School must take Group A, Arithmetic, Algebra as far as Progression, History, and two other subjects from those included in Groups, C, D and E. In cases of doubt, the Master shall decide. Candidates preparing for any examination shall be required only to take the subjects prescribed for such examination.

II. THE SEMI-ANNUAL APPORTIONMENT OF THE GRANT, ACT 37 VICTORIA, CAP. 27, SECTION 66.

The grant will be distributed as follows:—

I. *A part in the payment of a fixed allowance to each School*, in order that the smaller Schools may be assured of a certain degree of stability.

II. *A part on the basis of average attendance*.—Each High School will receive a grant per unit of average attendance, equal to the grant per unit of average to the Public Schools. At present the annual grant per unit to the Public Schools is about *one dollar*; to the High Schools heretofore about *sixteen dollars*.

III. *A Part on the result of Inspection*.—The sum of say *ten thousand dollars* will be distributed amongst the Schools, according to their efficiency as determined by the Report of the Inspectors. In classifying the Schools with a view to the distribution of the part of the grant which it is proposed to apportion on the results of the Inspection, account will be taken of the following:

(a) School accommodation, condition of School premises, general education appliances, (maps, apparatus, &c.)

(b) Number of masters employed as compared with the number of pupils and classes, qualifications of masters, character of the teaching, etc.

(c) Character of the work done between the two limits mentioned below; so that any School which, owing to the operation of special causes, may prepare but few pupils to pass the “Intermediate,” will nevertheless be rewarded for the thorough work they may do below this higher limit.

(d) The quantity and quality of the work which may be done beyond the higher limit, i.e., by those pupils who shall continue their studies in the higher course prescribed for those who pass the intermediate Examination.

(e) Government, Discipline, General Morale.

IV. *A part will be distributed on the results of an “Intermediate Examination*”* of the nature following:

(1). This Examination will be instituted at a point about midway between the beginning and the end of the High School course, for promotion from the lower to the upper forms. It will, on the whole, be equal in point of difficulty to that which candidates for Second-class Certificates now undergo. Pupils that pass this Examination will form the Upper School; while those who have not passed it will form the Lower School, in any High School or Collegiate Institute.

(2). Candidates for promotion from the Lower School to the Upper School will be examined in English Grammar and Etymology, Reading, Dictation, Composition, writing, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, and in one of the following branches or groups:

(a) Latin; (b) French; (c) German; (d) Natural Philosophy, Chemistry and Book-keeping.

(3). The part of the grant which it is proposed to distribute on the results of this “Intermediate Examination” will be apportioned on the basis of the average daily attendance of the pupils in the Upper School, it being understood that pupils who pass the “Intermediate”

* At the Intermediate Examination in 1877, papers will be set in English Grammar and Etymology, English Literature, Dictation, Composition, Arithmetic, Euclid, Algebra, Roman, English and Canadian History, Geography, Latin, French, German, Chemistry, Natural Philosophy and Book-keeping. No candidate must take more than one of the four optional subjects referred to in IV (2) at this Examination. All candidates, whether male or female, must take Euclid.

Candidates who take French will be examined in De Fivas' Elementary Reader and the Sixth Book of Voltaire's Charles XII. Candidates who select Latin as their optional subject, and who may be reading Horace, Cicero, Livy, Ovid, or some book of Cæsar or Virgil other than the one prescribed, with a view to a University or Professional Examination, need not be examined in Cæsar at the Intermediate Examination, provided they satisfy the visiting Inspector that their knowledge of Latin is sufficient to justify him in accepting their work in that subject as equivalent thereto. All classical candidates will, however, be examined in Virgil, Latin Grammar, and translation into Latin; and no exemption granted during the former half-year will be valid unless renewed.

Although Music and Drawing will form no part of the Intermediate Examination in 1877; yet the Schools in which these subjects are properly taught will receive credit therefor in the Report on Results of Inspection referred to in III (c) and (d) of the above.

shall rank as Upper School Pupils" for the time they have attended during the half-year preceding the Examination.

(4). The Intermediate Examinations will be held in each year at the time fixed by the Department.

The questions will be prepared by the High School Inspectors, transmitted to the Department by the Chairman of the Central Committee, and sent under seal to the Public School Inspectors. The Public School Inspectors, or their substitutes (who should in no case have any connection with the Schools to be examined) will alone be responsible for the proper conduct of the Examinations. The answers of the candidates will be sent to Toronto to be read and valued by the High School Inspectors, or by sub-examiners acting under their supervision. In order somewhat to lighten the labour of examination, it is proposed to make certain branches *test* subjects.

The test subjects will be grouped in the following manner:

- (a) Arithmetic, Algebra and Euclid.
- (b) English Grammar, Composition and Dictation.
- (c) History, Geography and English Literature.

And candidates who obtain 40 per cent. of the total in each group, and not less than 20 per cent. in each subject, shall be considered as having passed the examination in these subjects, which therefore will be read first.

The High School Grant (say \$72,000) will accordingly be distributed as follows:

I.—106 Schools receive a minimum of \$400 each	\$42,400
II.—One dollar per unit of average attendance (about 5,000	5,000
III.—Sum to be apportioned on Report of Inspectors.....	10,000
IV.—Balance to be distributed on results of Intermediate Examination	14,000
Total.....	\$71,400

RULES AND REGULATIONS OF THE EDUCATION DEPARTMENT RESPECTING THE INTER-MEDIATE HIGH SCHOOL EXAMINATIONS, 9-13 JULY, 1877.

I. MODE OF CONDUCTING THE EXAMINATIONS.

1. Every Head Master shall send to the Education Department before the 5th June, a list of the names of those who intend to present themselves for examination, and a statement of the *optional* subjects selected by each candidate. To each name so sent the Department will affix a *Number*, which must be employed by the candidate instead of his usual signature throughout the entire Examination.

2. The Department will provide envelopes of convenient dimensions, to be sent out with the Examination Papers—one envelope with each Paper.

3. The Public School Inspector of the district in which the High School is situate shall preside, and be responsible for the proper conduct of the Examinations; but in case of any inability to attend, shall send to the Education Department, for the approval of the Minister or Deputy, not later than the 1st June, the name of the person whom he intends to appoint his substitute at those Examinations at which he himself cannot preside, otherwise the Department will make the appointment.

4. When more than one room is required for the candidates, an Inspector's substitute must be appointed for each room to preside in his stead.

The Public School Inspectors and the persons appointed by them, with the approval of the Minister, or Deputy, to act as their substitutes in presiding at the Intermediate Examinations at High Schools, or in presiding in the additional rooms, shall be entitled to a fee of \$3 per day, with mileage at 10c. a mile, to be paid by the High School Board. None may act as substitutes unless approved by the Minister, or Deputy, and the Inspectors are required to send their nominations to the Department forthwith.

6. No Trustee, Master, or Teacher of the School concerned can be appointed as such substitute, and no Master or Teacher of the School can be present, during the Examination, in the room with the candidates.

II. DIRECTIONS FOR PRESIDING EXAMINERS.

1. Places must be allotted to the candidates so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination to be removed from the room.

2. All these arrangements must be completed, and the necessary stationery (provided by the High School Board) must be distributed and placed in order on the desks of the candidates at least *fifteen* minutes before the time appointed for the commencement of the Examination.

3. No candidate shall be allowed to leave the room within one hour of the issue of the Examination Papers in any subject; and if he then leaves, he shall not be permitted to return during the examination of the subject then in hand.

4. Punctually at the time appointed for the commencement of the examination in each subject, the presiding Examiner will, in the examination room, and in the presence of the candidates, break the seal of the envelope containing the examination papers, and give them at once to the candidates. The papers of only one subject shall be opened at one time.

5. Punctually at the expiration of the time allowed, the Examiner will direct the candidates to stop writing, and will cause them to hand in their answer papers immediately, duly fastened in the envelopes.

6. The Examiner, at the close of the examinations, will sign and forward, with the answers of the candidates, a solemn declaration (in a form to be provided by the Department) that the examinations have been conducted in strict conformity with the Regulations, and fairly and properly in every respect.

7. The Examiner, at the close of the examinations on the 13th of July, will secure in a separate parcel the fastened envelopes of each candidate, and on the same day will forward by express to the Education Office the package containing all the parcels thus separately secured.

8. In schools where separate rooms are occupied at the examination, the Examiner, in his report to the Department, will indicate the candidates who were placed in the several rooms respectively.

9. Should any candidate be detected in copying from another, or allowing another to copy from him, or taking into the room any books, notes or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of the occurrence, to cause such candidate at once to leave the room; neither shall such candidate be allowed to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence of such a case be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case to the Department.

III. RULES TO BE OBSERVED BY CANDIDATES

1. Candidates must be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he cannot be allowed any additional time. No candidate will be permitted on any pretence whatever to enter the room after the expiration of an hour from the commencement of the examination. When the order to stop writing is given, every candidate must obey it immediately.

2. Every candidate is required to write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle; and is warned that for each page not bearing his number he is liable to receive no credit from the Examiners.

3. If the candidate write his name or initials, or any particular sign or mark on his paper other than the distinguishing number assigned him by the Department, his paper will be cancelled.

4. Candidates, in preparing their answers, will write on one side only of each sheet, placing the number of each page at the top, in the right-hand corner. Having written their distinguishing numbers on each page, and having arranged their answer-papers in

the order of the questions, they will fold them once across, place them in the envelopes accompanying the question papers, and write on the outside of the envelopes the distinguishing numbers and the subjects of examination. They will then securely fasten the envelopes and hand them to the presiding Examiner.

IV.—PROGRAMME OF EXAMINATION.

The Examinations shall begin on Monday, July 9, 1877, and shall be conducted as follows :—

Monday, July 9.

2 to 2.15, P.M. —Reading the Regulations.

2.15 to 4.30, P.M.—(1) English Literature.

Tuesday, July 10.

9 A.M. to 12 M. —(2) English Grammar and Etymology.

1.30 to 3.30, P.M.—(3) Geography.

3.30 to 4.05, P.M.—(4) Dictation.

Wednesday, July 11.

9 A.M. to 12 M. —(5) Arithmetic.

1.30 to 4 P.M.—(6) History.

Thursday, July 12.

9 to 11.30, A.M.—(7) Algebra.

11.35 A.M. to 12.50, P.M.—(8) Book-keeping.

2 to 4.30, P.M.—(9) Natural Philosophy.

2 to 5, P.M.—(10) Latin, *or* (11) French, *or* (12) German.

Friday, July 13.

9 to 11.30, A.M.—(13) Euclid.

11.35 A.M. to 12.50, P.M.—(14) English Composition.

2 to 3, P.M.—(15) Chemistry.

N.B.—In the above-mentioned subjects, the papers numbered 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15 will be identical for the candidates for Second Class Certificates as Teachers with those for the Intermediate candidates, and the examinations will be at the same hours ; but the standard required for Second Class Certificates will be higher than for the Intermediate. Papers will be provided for the additional subjects for Second Class Certificates.

V.—SUB-EXAMINERS.

The following gentlemen are appointed to act as sub-examiners :—

1. John C. Glashan,* *Public School Inspector, City of Ottawa, Member of the Central Committee.*
2. John J. Tilley,* *Public School Inspector, Durham, Member of the Central Committee.*
3. Alfred Baker, M.A., *Mathematical Tutor, University College, Toronto.*
4. J. E. Bryant, *Student of the fourth year, University of Toronto.*
5. G. B. Sparling, B.A., *University of Victoria College, Cobourg.*
6. D. B. McTavish, M.A., *Queen's University.*
7. W. Dale, M.A., *Rector of the High School, Quebec.*
8. A. Lafferty, M.A., *Toronto University.*

VI.—CERTIFICATES.

Certificates will be granted by the Minister of Education, or Deputy Minister, to all candidates who succeed in passing the Intermediate Examinations, according to report of Central Committee, as approved by the Department.

* Messrs. Glashan and Tilley will not preside or be present at the High School Examinations in their Counties, substitutes being appointed for that duty.

V.—W. A. WHITNEY, M.A., RESTORED TO HIS FORMER EDUCATIONAL STATUS.

Copy of an Order in Council approved by His Honour, the Lieutenant-Governor, the 17th day of April, A.D., 1877.

Upon consideration of the Report of the Honourable, the Minister of Education, dated the 11th day of April, 1877, with respect to the case of Mr. W. A. Whitney, Master of Arts, High School Master of Iroquois, whose Certificates as Inspector and Examiner under the School Acts, were cancelled by order in Council dated 21st June last, the Committee of Council advise that Mr. Whitney be restored to his former educational status and that the Certificates from the Education Department do issue of his possessing the qualifications of an Inspector and of an Examiner respectively.

Certified.

(Signed) J. G. SCOTT,
Clerk Executive Council, Ontario.

18th April, 1877.

The undersigned begs to recommend for the consideration of His Honour, the Lieutenant-Governor in Council, the following with respect to the case of Mr. W. A. Whitney, Master of Arts, High School Master of Iroquois. By Order in Council of the 21st day of June, 1876, upon the Report of the undersigned, dated 20th June 1876, the Certificate held by Mr. Whitney as Inspector and Examiner, was cancelled for the cause in this Report mentioned. In communicating this action to the High School Board of Iroquois, the undersigned then expressed the hope that Mr. Whitney's conduct in the future would merit approbation; and that in order there might be an incentive to him to insure this the undersigned was prepared to accede to the recommendation of the Board that they should continue his services as their Head Master, and that the undersigned when convinced that the punishment had been effectual in showing Mr. Whitney and others that the Regulations must be strictly observed, the undersigned would be prepared, on satisfactory proof being furnished, to advise His Honour, the Lieutenant-Governor in Council, to restore Mr. Whitney to his former educational status. On the 28th March, 1877, the High School Board of Iroquois passed a resolution to the effect that in the judgment of that Board, the undersigned might with confidence restore Mr. Whitney to his former status; and this opinion of the Board is corroborated by the Reeve, Deputy Reeves and Councillors of the Township of Matilda, the Reeve and Councillors of Iroquois, the Reeve and Councillors of Morrisburg, the Reeve, Deputy-Reeves and Councillors of Winchester and other leading persons in the neighbourhood.

The undersigned therefore respectfully recommends that Mr. Whitney be restored to his former educational status accordingly, and that the Certificates from the Education Department do issue of his possessing the qualifications of an Inspector and an Examiner respectively.

Respectfully submitted,
(Signed)

ADAM CROOKS,
Minister of Education.

Education Department, Toronto, 11th April, 1877.

VI.—GENERAL REGULATIONS—SUPERANNUATED TEACHERS' FUND.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor the 8th day of May, A.D. 1877.

Upon the recommendation of the Honourable the Minister of Education, dated the 3rd day of May, 1877, the Committee of Council advise that your Honour sanction as "General Regulations, respecting the Superannuated Teachers' Fund," so much of the ac-

companying document purporting to embody the Law and Regulations thereon, as has not been expressly enacted by the Provincial Legislature.

Certified.

(Signed) J. G. SCOTT,
Clerk, Executive Council, Ont.

8th May, 1877.

SUPERANNUATED TEACHERS' FUND.

The Law and Regulations under which this Fund is Administered, are as follows:—

I.—PERSONS ENTITLED TO RETIRING ALLOWANCE.

1. Every male Teacher of a Public or Separate School holding a Certificate of qualification.
2. Every female Public or Separate School Teacher holding a like Certificate.
3. Every legally qualified Master or Teacher of a High School or Collegiate Institute.
4. Every Public or High School Inspector.

II.—PRELIMINARY CONDITIONS ON WHICH THE RIGHT TO THE RETIRING ALLOWANCE DEPENDS.

1. Each person must have contributed to the Superannuation Fund the sum of four dollars per annum, in half-yearly payments, during and for the period of his or her teaching school (Public, Separate or High), or in respect of his or her receiving aid from said Fund.
2. Where such subscription is not paid within the year, the amount to be contributed for each such year is five dollars.
3. In cases where the applicant has been teaching prior to the year 1854, the applicant shall contribute at the rate of four dollars per annum for such years; the subscriptions for these years will be deducted from the retiring allowance payable for the first year.
4. Where the applicant has not taught in any year prior to 1854, he is to remit only for the years since that period, during which he has actually taught School.
5. Back subscriptions or arrears, as above, are to be remitted before the applicant, if a teacher, has ceased to teach.
6. The Teacher may either be in a Public, Separate or High School; and in the case of Public or High School Inspectors, the period during which the Inspector is entitled to receive his allowance may be computed both in respect of the time during which he has actually taught School, or has been engaged in inspecting.
7. Every male Teacher of a Public or Separate School is required to pay into the fund at least four dollars annually in half-yearly sums; while every female Teacher of a Public or Separate School, Master or Teacher of a High School, or Public or High School Inspector, may pay this at their option while engaged in teaching or inspecting (as the case may be).
8. In the case of the High School Master, or Public or High School Inspector, the sum of four dollars per annum only is required to be paid by them in respect of subscriptions and arrears for the years previous to the year 1874, but any arrears for that or subsequent years shall be *pro rata* at the rate of five dollars per annum.
9. Persons who are now Inspectors are entitled to be allowed for years during which they were acting as Township or County Local Superintendents under the former School Law.

III.—SUBSEQUENT CONDITIONS TO BE COMPLIED WITH BEFORE PAYMENT OF ANNUAL RETIRING ALLOWANCE IS GRANTED.

1. Every Teacher or Inspector who complies with the foregoing preliminary conditions as to contribution to the fund is absolutely entitled, on reaching the full age of

60 years, to retire from the teaching profession at his discretion, and to receive an allowance at the rate of six dollars per annum for every year of teaching service in this Province.

The Education Department must, however, be furnished with satisfactory evidence of such teacher possessing a good moral character, as to his or her age, and the length of service as a Teacher or Inspector, as the case may be.

2. Every Teacher or Inspector who is under 60 years of age, having contributed as aforesaid, and is disabled from practising his profession is entitled to the like allowance on furnishing the like evidence, and upon also furnishing the Department, from time to time, with satisfactory evidence of his being so disabled.

3. The Teacher who holds a First or Second-class Provincial Certificate, or is a Head Master of a High School or Collegiate Institute, or a Public or High School Inspector, is entitled to receive the further allowance at the rate of one dollar per annum for every year of service while holding such certificate, and teaching or acting as Head Master under it, or of service as a Public or High School Inspector (as the case may be).

4. The retiring allowance ceases to be payable at the close of the year of the death of the recipient.

5. In the case of applicants who have reached the full age of 60 years, the particulars contained in the form numbered I, must be furnished to the Department, with such proof as the Minister may require.

6. In the case of any applicant under 60 years of age, on the ground that he or she is disabled from practising his or her profession, the particulars contained in form number 2, must be furnished, together with evidence thereof to the satisfaction of the Minister; and in all applications of this nature, the applicant is required to submit himself or herself for examination touching his or her disability before such one or more registered medical practitioners as the Minister may appoint, and the applicant will not be entitled to any retiring allowance unless the Minister, upon such examination, is satisfied that such disability exists.

7. Any retiring allowance is liable to be withdrawn in any year unless the disability continues, and the recipient is annually to present himself to the Inspector in order that he may report thereon to the Minister.

IV.—SUBSEQUENT CONDITIONS ON WHICH ALLOWANCES WILL CEASE TO BE MADE.

1. In case the Teacher or Inspector fails to maintain a good moral character, which is to be vouched for when required, to the satisfaction of the Department.

2. In case the disability of any recipient under 60 years of age has ceased to exist upon evidence satisfactory to the Department.

3. In case the Teacher, with the consent of the Department, resumes the profession of teaching, or inspecting, payment of his allowance is to be suspended during such period, and until he shall be again placed on the Superannuation list; any additional period of teaching shall be allowed for on compliance with the prescribed conditions.

V.—PROVISION IN CASES OF WITHDRAWAL OR DECEASE.

1. Any Teacher or Inspector who is not entitled to an allowance from the fund on retiring from the service, shall receive back one-half of all sums contributed by him or her.

2. Any Teacher who has retired from the profession, and received back one-half the amount paid in by him or her to the fund, and who subsequently resumes the practice of teaching, shall thereupon forthwith pay, through the Inspector of the City or County, to the Education Department, the sum so refunded to him.

3. In case of the decease of any Teacher or Inspector, without having been placed on this fund, his or her wife or husband, as the case may be, or other legal representative, shall be entitled to receive back all sums paid into the fund by such Teacher, with interest at the rate of seven per cent. per annum.

4. In any case where the claim of an applicant for a retiring allowance is refused on

the ground of non-compliance with the prescribed conditions, then such applicant shall be entitled to receive back one half the sums contributed by him or her to the funds.

5. In cases where the contribution to the fund commenced before the year 1871, then the amount to be returned shall be the full amount so paid in by every such Teacher, but without interest.

6. Any Municipal Council, Public or High School Board, or Board of Education, may in its discretion, supplement out of Local Funds, the amount of any pension payable by the Department from this fund.

7. The Municipal Treasurer, or other Treasurer of School moneys, is required at the end of each half-year to pay over to the order of the Inspector, the amount of money in such Treasurer's hands, which represents the deductions from salaries of male Teachers to this fund for each half-year, or which is otherwise payable by any male teacher to the fund, and the Inspector is required to deduct from his cheque, or order, in favour of any male Teacher, the sum of two dollars for each half-year in respect of each School.

ADAM CROOKS,

Minister of Education.

EDUCATION DEPARTMENT, April 23rd, 1877.

FORM No. 1.

SUPERANNUATED TEACHERS' FUND.

Application in case of sixty years of age.

The undersigned applicant hereby states to the Minister of Education,

1. That he is of the age of 60 years and upwards, that is to say : of the age of
years and months.

2. That he was born (state the Country and date of birth) in on the
day of

3. That he first began to teach in the year one thousand eight hundred and

4. That he belongs to the Church.

5. That he commenced teaching a School in this Province in School Section number
in the Township of County of in the year one thousand eight
hundred and

6. That he has held the following Certificates of Qualification viz :— and
that last Certificate is that from is dated and is for the
Class.

7. That since he has commenced teaching in this Province, he has been engaged as a
Teacher at the following times and places of which he furnishes proof.

8. That he has taught a School in this Province for the full period of
years, and has subscribed to the fund for the years

9. That he ceased teaching the School in Section No. in the Township of
County of on the day of 18, and that he has not
since been employed as a School Teacher.

10. He respectfully applies for a pension from the Superannuated Teachers' Fund.
Dated this day of 18

(Name)

(Post Office).

N. B.—The foregoing application must be filled up in every particular, and be sent to the Public School Inspector, accompanied with satisfactory evidence on the following points :—

1. Of the good moral character, and sober, steady habits of the applicant.
2. Of the length of time such applicant has been engaged in teaching in Ontario, and for which he asks a pension.
3. Of the age of the Applicant

FORM No. 2.

SUPERANNUATED TEACHERS' FUND.

Application in case of Disability under sixty years of age.

The undersigned applicant hereby states to the Minister of Education,

1. That he is now years of age.
2. That he was born (state the Country and date of birth) in on the day of in the year one thousand eight hundred and
3. That he first began to teach in in the year one thousand eight hundred and
4. That he belongs to Church.
5. That he commenced teaching a School in this Province in School Section number in the Township of County of in the year one thousand eight hundred and
6. That he has held the following certificates of qualification, viz. :—
and that last certificate is that from the for is dated, and is for the Class.
7. That since he has commenced teaching in the Province he has been engaged as Teacher at the following times and places of which he furnishes proof.
8. That he has taught a Public School in this Province for the full period of years, and has subscribed to the fund for the years
9. That he is now disabled from practising his profession of teaching, and is unable to teach a School any longer, and he is willing to submit self for examination touching his disability by one or more registered medical practitioners whom the Minister may appoint for this purpose.
10. That he ceased teaching the Public School in Section number in the Township of County of on the day of 187
and that he has not since been employed as a Public School Teacher
11. That under the foregoing circumstances he respectfully applies for a pension from the Superannuated Teachers' Fund.
Dated this day of 187

(Name)
(Post Office).

N.B.—The foregoing application "must be filled up in every particular, and be sent to the Public School Inspector, accompanied with satisfactory evidence on the following points :—

1. Of the good moral character and sober, steady habits of the applicant.
2. Of the length of time such applicant has been engaged in teaching in Ontario, and for which he asks a pension.

VII:—LEAVE OF ABSENCE GRANTED TO MR. W. H. ATKINSON.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 5th day of May, A.D., 1877.

Upon consideration of the report of the Honourable the Minister of Education, dated 1st May, 1877, the Committee of Council advise that leave of absence be granted to Mr. W. H. Atkinson, Clerk of Correspondence in the Education Department, for one year, and that his salary be in the meantime paid him.

The Committee further advise that Mr. Frederick T. Griffin, Assistant Accountant, on whom much of Mr. Atkinson's duties will fall during his absence, be paid as an addition to his present salary of six hundred dollars, the sum of one hundred dollars.

Certified.

(Signed) J. G. SCOTT,
Clerk, Executive Council, Ontario.

7th May, 1877.

VIII.—REVISED REGULATIONS—SCHOOL ACCOMMODATION.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 8th day of May, A.D., 1877.

Upon the recommendation of the Honourable the Minister of Education, the Committee of Council advise that your Honour approve of the accompanying Revised Regulations of the Education Department as to School accommodation.

Certified.

(Signed) J. G. SCOTT,
Clerk, Executive Council, Ontario.

8th May, 1877.

REVISED REGULATIONS AS TO SCHOOL ACCOMMODATION.

APPROVED BY THE LIEUTENANT-GOVERNOR IN COUNCIL, THE EIGHTH DAY OF MAY, 1877.

I.—RURAL SCHOOLS.

The law as now amended (see sec. 17 [2] of Act 1877,) requires Trustees of Rural School Sections to provide adequate accommodation in their sections, "so as to accommodate at least two-thirds of the children who have a right to attend the School of the section, according to the census taken by the Trustees for the next preceding year." This includes all children resident in the School Section between the ages of five and twenty-one years, and also children from adjacent School Sections, whom the Trustees are required to admit upon certain conditions.

The School accommodation required by the Act for School-houses hereafter to be erected, is hereby defined as follows, and these requisites are to be construed to apply also to existing School-houses, so far as the circumstances of each Section may enable them to be complied with, without pressing unduly upon the resources of the Section. Inspectors will see to the carrying out of the Regulations. Special cases of omission or difficulty, to be reported to the Department for decision or advice.

I.—RURAL SCHOOL SITE, HOUSE AND APPENDAGES.

1. *Fifty Children and under—Site.* When the number of children resident in a Section is fifty or under, the site for the School-house shall not be less than half an acre in extent.

2. *Over Fifty Children—Site.* When the number exceeds fifty the site shall not be less than an acre in extent.

3. *Kind of House.* On such site there shall be a substantial School-house of wood, brick, stone, etc. (the kind to be determined at the pleasure of the Trustees), set back at least ten yards from the road or street, the walls of the house shall not be less than ten feet high in the clear. It shall not contain less than twelve square feet on the floor for each child who has the right to attend (to the extent of two-thirds of the total number as aforesaid), so as to allow an area in each room, or gallery, for at least one hundred and twenty cubit feet of air for each child, including space for Teacher, platform, and passages between the seats.* It shall also be sufficiently warmed and ventilated, and the premises properly drained, to the satisfaction of the Inspector.

* Thus, for instance, a room for fifty children would require space for 6,000 cubic feet of air. This would be equal to a cube of the following or equivalent dimensions in feet, viz : 30 x 20 x 10, which is equivalent to a room 30 feet long, by 20 feet wide and 10 feet high.

NOTE.—*Temperature.*—In Winter, the temperature during the first School hour in the forenoon or afternoon should not exceed 70, and 60 degrees during the rest of the day.

4. *Separate Entrances.*—In School-houses for more than fifty pupils, there shall be separate entrances for boys and girls, with necessary cap and cloak-rooms attached.

5. *Fences.*—The School premises shall be strongly fenced, the play yards in the rear of the school-house being invariably separated by a high and tight board fence, or wall; the front ground being planted with shade trees.

6. *Well.*—A Well, or other means of procuring water for the school, satisfactory to the Inspector.

7. *Offices.*—Proper and separate offices for both sexes shall be provided at some little distance from the School-house, and suitably enclosed or otherwise masked.

2.—SCHOOL-HOUSE ACCOMMODATION AND TEACHERS.

1. *50 Resident Children.*—For a School Section having fifty resident children or under, there shall be a house with school-room, and comfortable sittings for the children, and the Trustees may also provide a gallery or class-room. There shall be one Teacher and, at the option of the Trustees, a Monitor to aid the Teacher.

2. *100 Resident Children.*—For a Section having one hundred resident children, there shall be a house with two class-rooms with comfortable sittings (one for an elementary and one for an advanced division), and the Trustees are recommended to provide a gallery. There shall be a Teacher and Assistant, and at the option of the Trustees, a Monitor.

3. *150 Resident Children.*—For a Section having one hundred and fifty resident children a house having one gallery and two good class-rooms with comfortable sittings, and one Teacher, an Assistant and Monitor; or a house having a gallery and two apartments, one for an elementary, and one for an advanced department, with a Teacher and two Assistants. If one commodious building cannot be secured, two houses may be provided in different parts of the Section, with a Teacher, and Assistant in each. A Monitor may be appointed to prepare the younger children for the Master, the duty of the Assistant being confined to the preparation of the more advanced pupils.

6. *Over 150 Resident Children.*—For a Section having over one hundred and fifty resident children, the regulation for accommodation for Village Schools shall apply.

II.—CITIES, TOWNS AND VILLAGES.

It is the duty of the Public School Board under the amended law of 1877, to determine the number and kinds of Schools to be established and maintained in the Municipality, and in order that this duty may be definitely regulated, the following are to be observed by the respective Public School Boards, that is to say :—

I.—SCHOOL HOUSE ACCOMMODATION AND TEACHERS.

1. *150 to 200 Resident Children.*—For a Village or Town School, having from one hundred and fifty to two hundred resident children, a brick, stone, or frame house shall be provided by the Board, having in it one or two galleries, and three apartments (one for an elementary, one for an intermediate division, and one for the highest division,) and by means of a sliding door, one good class-room, at least common, to the two latter; also three Teachers and an Assistant, and at the option of the Trustees, a Monitor. The area of each room or gallery shall be such as to secure a space of at least one hundred cubic feet of air to each child, to be accommodated therein. If necessary, Schools may be provided at the pleasure of the Trustees for the different departments in different parts of the village, town or division.

2. *200 Resident Children and upwards.*—For any village or town having two hundred resident children and upwards, a house or houses with sufficient accommodation for the different elementary and advanced divisions shall be provided as above prescribed.

III.—AS TO ALL PUBLIC SCHOOLS.

The Offices shall be constructed so as to possess these essential particulars, viz :—

1. The Privy building, or Closet, should be masked from view and its approaches equally so.

2. There should be little or no exposure to mud or wet weather in reaching it.
3. There should be no unpleasant sight or odour perceptible.
4. The apartment should be well finished.
5. It should be kept entirely free from cuttings, pencilings, or markings, and scrupulously clean.
6. There should be, at least, two privies attached to each mixed school, and they should be so separated that neither in approaching nor occupying them, can there be either sight or sound observed, in passing, or from one to the other. This cannot be effected by a mere partition; nothing can secure the object but considerable distance, or extra heavy brick or stone walls resting on the ground. It is a serious error ever to omit this precaution.

2. *Furniture and Apparatus*.—Desks, seats, blackboards, maps, library, presses, books, and other furniture, necessary for the efficient conduct of the school, shall be furnished.

SUGGESTIONS AS TO SCHOOL BUILDINGS.

Trustees and School Boards are recommended to pay due attention to the following particulars in the erection of School Houses, viz. :—

1. The School House should be but *one story high*, in rural sections.
2. A separate room should be provided for every fifty pupils enrolled in the School. By means of sliding doors, these separate rooms could be thrown into one on special occasions.
3. Provision should be made for one or more gallery or class-rooms in every School according to its size as heretofore prescribed.
4. Separate entrances with outer porches to the School-house, or room, for boys and girls, should invariably be provided, where the number of pupils is over fifty.
5. The entrance porches should be external to the School-house.
6. The external doors of the School-house should open outwards.
7. The School-rooms must be well ventilated.
8. The light should be admitted to the School and Class-room behind or at the left of the children, and either from the East or North, but in no case should the children face it.
9. The window sashes should be made to move up and down on pulleys, and the sills should be about four feet above the floor.
10. Each School-house should be provided with a bell.
11. If the house be brick, care should be taken to make the walls hollow, but air-tight, otherwise the walls will be damp inside.

NOTE.—Each Inspector is furnished, by the Department, with Dr. Hodgins' book on School Architecture, which supplies useful plans and suggestions for the guidance of Trustees; and the Inspector will assist the Trustees in giving effect to the above recommendations.

Education Department, Ontario,
10th May, 1877.

ADAM CROOKS,
Minister.

IX.—INTERIM REGULATIONS—PUBLIC SCHOOL TEACHERS, 1877.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 16th day of May, A. D. 1877.

Upon the recommendation of the Honourable the Minister of Education the Committee of Council advise that your Honour approve of the accompanying Interim Regulations for the Examination of Public School Teachers for the year 1877.

Certified.

(signed)

17th May, 1877.

J. G. SCOTT,
Clk., Executive Council, Ontario.

INTERIM REGULATIONS FOR THE EXAMINATION OF PUBLIC SCHOOL TEACHERS, FOR THE YEAR 1877.

APPROVED BY THE LIEUTENANT-GOVERNOR IN COUNCIL, MAY, 1877.

I. TIME AND PLACE OF EXAMINATION.

1. The examination of Candidates for First-class teachers' certificates, will commence on Tuesday, the 10th July, at 9 A. M. ; for Second class on Monday, the 9th July, at 2 P.M.; and for Third-class on Monday the 16th July, at 2 P. M.

2. First-class candidates shall be examined in the Normal Schools at Toronto and Ottawa; and Second and Third-class candidates, in the same places as heretofore.

II. NOTICE AND TESTIMONIALS.—IDENTIFICATION.

1. Every candidate, who proposes to present himself at any examination, shall send in to the presiding Inspector by the 1st June, a notice stating the class of certificate for which he is a candidate, and the description of certificate he already possesses, if any; such notice to be accompanied by the testimonials required by the regulations. Candidates for First-class certificates must mention, in the notice sent, at which Normal School they intend to present themselves for examination; and the Inspector shall forthwith transmit the information to the Department.

2. Each candidate who presents himself for examination shall satisfy the Presiding Examiner as to his personal identity before the commencement of the second day's examination.

3. Instances of personation of candidates having occurred, the examiners are expected to use all necessary vigilance in this respect. Any person detected in attempting to personate a candidate is to be reported to the Department, and he will thereupon be deprived of his certificate and standing as a teacher.

III. MODE OF CONDUCTING THE EXAMINATIONS.

1. Every Presiding Inspector shall send to the Education Department before the 5th June, a list of the names of those who intend to present themselves for examination for First and Second-class certificates respectively. To each name so sent the Department will affix a *number*, which must be employed by the candidate instead of his usual signature throughout the entire examination.

2. The Department will provide envelopes of convenient dimensions, to be sent out with the First and Second-class examination papers—one envelope with each paper.

3. The County Public School Inspector shall preside,* and be responsible for the proper conduct of the examinations, and for the safe keeping, unopened, of the examination papers until the time of examination; but in case of any inability to attend, he shall send to the Education Department, for the approval of the Minister or Deputy, not later than the 1st June, the name of the person whom he intends to appoint his substitute at those examinations at which he himself cannot preside, otherwise the Department will make the appointment. While the County Board has no jurisdiction in the examination of candidates for Second-class certificates, individual members of the Board are eligible as substitutes for presiding examiners.

4. When more than one room is required for the candidates, an Inspector's substitute must be appointed for each room to preside in his stead.

5. *Declaration of Examiners.*—The presiding Inspector shall transmit to the Education Department, on the first day of the examination, a copy of the following declaration, signed by himself and other examiners (but such declaration shall not be required more than once from any examiner):—

"I solemnly declare that I will perform my duty of examiner without fear, favour,

*If there are two or more Inspectors in a County, they shall preside alternately as heretofore.

affection or partiality towards any candidate, and that I will not knowingly allow to any candidate any advantage which is not equally allowed to all."

6. The presiding Examiner shall subject the candidates for Second and Third-class certificates to *viva voce* examinations in Reading, of the result of which a record shall be made and reported to the Department.

IV. DIRECTIONS FOR PRESIDING EXAMINERS.

1. Places must be allotted to the candidates for first and second-class certificates, so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination to be removed from the room. Candidates for Third-class must be placed sufficiently far apart to prevent copying.

2. All these arrangements must be completed, and the necessary stationery must be distributed and placed in order on the desks of the candidates at least *fifteen* minutes before the time appointed for the commencement of the examination.

3. No candidate shall be allowed to leave the room within one hour of the issue of the examination papers in any subject; and if he then leaves, he shall not be permitted to return during the examination of the subject then in hand.

4. Punctually at the time appointed for the commencement of the examination in each subject, the presiding Examiner will, in the examination room, and in the presence of the candidates break the seal of the envelope containing the examination papers, and give them at once to the candidates. The papers of only one subject shall be opened at one time.

5. The Inspector shall further see that at least one examiner is present during the whole time of the examination, in each room occupied by the candidates.

6. Punctually at the expiration of the time allowed, the Examiner will direct the candidates to stop writing, and will cause them to hand in their answer papers immediately, those for Second-class being duly fastened in the envelopes.

7. The Inspector, on the last day of the examinations for Second-class certificates, and at the close of the examinations, will secure in a separate parcel the fastened envelopes of each candidate for a Second-class certificate, and on the same day will forward by express (prepaid), to the Education Office, the package containing all the parcels thus separately secured, together with all certificates of character, ability and experience in teaching, which such candidate may have presented to the Board, and the schedule in the form provided. The Inspector shall, at the same time, sign and forward a solemn declaration (according to any form provided by the Department), that the examinations have been held and conducted in strict conformity with the regulations, and fairly and properly in every respect; and shall also, with the papers of each candidate, certify to the Department, that he has been satisfied as to the personal identity of such candidate upon proper grounds.

8. In the case of candidates for Third-class certificates, he shall see that the written answers are without delay read and reported on by the County Board, and he shall thereupon see that these answers, and all reports thereon, as approved by the Board, together with the list of certificates issued by it, are also, as soon as possible after the close of the examinations, transmitted by express (prepaid) to the Education Department.

9. In examinations for Second-class certificates, where two or more rooms are occupied, the examiner, in his report to the Department, shall indicate the candidates who were placed in the several rooms respectively.

10. In examining the answers of Third-class candidates two examiners at least should look over and report on each paper.

11. The Central Committee of Examiners appointed by the Education Department will, on the papers for Third-class certificates, assign numerical values to each question or part of a question according to their judgment of its relative importance. The Local Examiners shall give marks for the answers according to the value assigned to each question and the completeness and accuracy of the answer.

12. In order to obtain a Third-class certificate the marks must not be less than one-half of the aggregate value of all the papers for certificates of that rank; but County Boards may, at their discretion, exact in test subjects a higher standard than the minimum, if they have already given notice of their intention to do so.

13. Should any candidate be detected in copying from another, or allowing another to

copy from him, or in taking into the room any books, notes, or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case, if that of a Third class candidate, at a general meeting of the examiners, who shall reject the candidate if they deem the evidence conclusive. If the case be that of a First or Second-class candidate it is to be reported to the Department.

14. The Inspector shall furnish to the Education Department full returns and all necessary information in matters relating to the results of the examination. Any points relative to the examination for Third class certificates, on which a majority of the examiners do not agree, shall be referred to the Education Department for decision.

V. RULES TO BE OBSERVED BY CANDIDATES.

1. Candidates must be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he cannot be allowed any additional time. No candidate shall be permitted on any pretence whatever to enter the room after the expiration of an hour from the commencement of the examination. When the order to stop writing is given, every candidate must obey it immediately.

2. Each candidate is required to conduct himself in strict accordance with the regulations, and should he give or receive any aid, or extraneous assistance of any kind in answering the examination questions, he will be liable not only to the loss of the whole examination, but to the forfeiture or withdrawal of his certificate at any time afterward when the discovery is made.

3. Candidates shall observe the regulation respecting copying, &c., given above.

4. Every candidate for a First or Second-class certificate shall write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle; and is warned that for each page not bearing his number he is liable to receive no credit from the Examiners.

5. If a candidate for a First or Second-class certificate write his name or initials, or any particular sign or mark on his paper other than the distinguishing number assigned him by the Department, his paper will be cancelled.

6. Candidates for First or Second-class certificates in preparing their answers, will write on one side only of each sheet, placing the number of each page at the top, in the right hand corner. Having written their distinguishing NUMBER on each page, and having arranged their answer papers in the order of the questions, they will fold them once across, place them in the envelopes accompanying the question papers, and write on the outside of the envelopes the distinguishing numbers and the subjects of examination. They will then securely fasten the envelopes and hand them to the presiding Examiner.

7. Candidates for Third-class certificates in preparing their answers, will write on one side only of each sheet, and having arranged their papers in the order of the questions, will fold them once across and write on the outside sheet their names, the name of the examining County Board, date, and the subject of the paper. After the papers are once handed in, the Examiners will not allow any alteration thereof, and the presiding Inspector is responsible for the subsequent safe-keeping of the same, until he has transmitted them, with all surplus examination papers, to the Education Department.

VI.—CANDIDATES FROM THE NORMAL SCHOOLS.

Candidates from the Normal Schools are eligible for examination for First and Second-class Provincial certificates, subject to these requirements, viz :—

1. Such students only shall be examined who shall present from the Principals thereof respectively, their certificates, which shall state, in the case of each student :—

(a.) That he has given regular attendance during the session at the Normal School lectures, and performed his work to the satisfaction of the Principal and teachers.

(b.) That he has sufficient aptitude to teach.

(c.) That, in the opinion of the Principal, he is qualified to compete for a first or second-class certificate, as the case may be.

(d.) That he is of good moral character.

2. The duties of Presiding Examiner shall be discharged by one of the members of the Central Committee, to be named by the Minister.

3. The Examiner shall conduct the examinations according to the General Regulations of the Department, as far as the same are applicable.

4. During the examination and previous week of preparation, all the Rules and Regulations of the Normal School remain in full force, and any infringement thereof shall be summarily dealt with by the Principal.

5. During the time in each day while the examination is actually proceeding, the Examiner shall have control and be responsible for maintaining discipline in the Examination Hall amongst the candidates, and at all other times and occasions during each day of the examination, the Principal's authority shall be in full force and effect.

6. Such of the foregoing Regulations respecting the examination of candidates generally as are applicable, shall also govern the examination of candidates from the Normal Schools; and the Principals thereof, respectively, shall send to the Education Department, before the 5th June, a list of the names of the intending candidates for First and Second-class certificates, respectively. The Department will affix a number to each name so sent, and this number must be signed by the candidate, and not his own name, to each one of his papers of answers to the questions.

VII.—APPEAL TO THE DEPARTMENT.

1. Any candidate for a Third-class certificate, shall have the right to appeal to the Education Department against the decision of the Local Board of Examiners. Every such appeal shall be made in writing to the Department within two weeks from the time when the decision is known to the appellant. The appeal shall specify the particular objections.

VIII.—THIRD-CLASS CERTIFICATES.

General Conditions.

1. Candidates must furnish satisfactory proofs of temperate habits and good moral character.

2. Before obtaining a Third-class certificate, a candidate who succeeds in passing the examination in July, must attend for one session at one of the County Model Schools to be established; and must pass a satisfactory examination at the close of such session. And if a female, must be sixteen years of age, and if a male, must be eighteen years of age.

3. Third class certificates are valid only in the county where given, and for three years only, and not renewable except on the recommendation of the County Inspector, subject to the regulations of the Department; but a Teacher holding a Third-class certificate may be eligible in less than three years for examination for a Second class certificate, on the special recommendation of the County Inspector.

4. As cases may arise where Third-class Teachers are unable to qualify themselves for passing the examination prescribed for Second-class certificates, and as, nevertheless, it is desirable, in some such cases, that the Teachers who are in this position should not be excluded from the profession; the Minister may, on the recommendation of the County Inspector, allow a Third-class Teacher, of experience and proved teaching ability, to teach permanently, or for any specified length of time on a Third-class certificate within the county for which the certificate has been granted. But each such case must be specially reported on by the Inspector, who shall state fully the grounds which, in his opinion, warrant the departure from the ordinary rule.

Subjects of Examination.

Reading.—To be able to read any passage selected from the authorized Reading Books intelligently, expressively, and with correct pronunciation.

Spelling.—To be able to write correctly any passage that may be dictated from the Reading Book.

Etymology.—To know the prefixes and affixes.

Grammar.—To be well acquainted with the elements of English Grammar, and to be able to analyze and parse, with application of the rules of Syntax, any ordinary prose sentence.

N. B.—In regard to Teachers in French or German settlements, a knowledge of the French or German Grammar respectively may be substituted for a knowledge of the English Grammar, and the certificates to the Teachers expressly limited accordingly. The County Councils within whose jurisdiction there are French or German settlements, are authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language, at the annual examination.

Composition.—To be able to write an ordinary business letter, correctly as to form, modes of expression, &c.

Writing.—To be able to write legibly and neatly.

Geography.—To know the definitions and to have a good general idea of the physical and political geography of Canada, America generally, and Europe.

History.—To have a knowledge of the leading events of English and Canadian History, and of the outlines of Ancient or Modern History as may be prescribed from time to time by the Department.

Arithmetic.—To be thoroughly acquainted with the Arithmetical Tables, Notation and Numeration, Simple and Compound Rules, Greatest Common Measure and Least Common Multiple, Vulgar and Decimal Fractions and Proportion, and to know generally the reasons of the process employed. To be able to solve problems in said rules with accuracy and neatness. To be able to work with rapidity and accuracy, simple problems in Mental Arithmetic. To be able to solve ordinary questions in Simple Interest.

Education.—To have a knowledge of School Organization and the classification of pupils, and so much of the School Law and Regulations as relates to Teachers.

IX. SECOND-CLASS CERTIFICATES.

General Conditions.

1. Candidates from the Normal Schools are eligible for examination for Second-class certificates as provided by the seventh regulation.

2. Other Candidates for Second-class (Provincial) certificates must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a School three years, but a Teacher holding a Third-class certificate may be eligible in less than three years for examination for a Second-class certificate, on the special recommendation of the County Inspector.

3. All other candidates (with the exceptions mentioned below) must have previously obtained either a Third-class certificate under the present system of examinations, or a First or Second-class certificate under the former system.

4. Teachers holding First or Second-class certificates, granted anywhere in the British Dominions, may be admitted to examination for Second-class certificates in this Province, provided that they produce satisfactory evidence of good moral character and time of actual experience, as required of other Teachers.

5. Second class certificates are valid during good behaviour, and throughout the Province.

6. Candidates who, having successfully taught in a School for three years, shall pass the July examination, may thereupon receive a Second-class certificate; but those who have not taught for three years shall, after passing the July examination, be required, before obtaining a certificate, to attend for one session at a Normal School, and to pass the examination at the

close, and each candidate, if a female, must be more than sixteen years of age, and if a male, more than eighteen years of age.

7. Any Teacher who has taught successfully for one year, may be examined on the subjects of examination prescribed for Second-class certificates, omitting School Law, Education, Music and Drawing; and, if he pass such an examination, he shall then be eligible for admission to a Normal School, as a Teacher-in-training with a view to his obtaining a Second-class certificate.

8. Any person who has passed the Intermediate Examination, or who shall pass either of the Intermediate Examinations to be held during the year 1877, may, on producing proof of having taught successfully for one year, be allowed to attend a Normal School as a Teacher-in-training, with a view to his obtaining a Second-class certificate.

NOTE.—Any Candidates who at present hold Third-class certificates, and who have proved their ability to teach, but who may fail to pass the prescribed Examination for Second-class certificates, may, on the recommendation of the Central Committee, having regard to the character of their answers at such examination, receive from the Minister authority to teach on their present certificates for such time as he may deem fit.

Subjects of Examination.

Reading.—To be able to read intelligently and expressively a passage selected from any English author.

Spelling.—To be able to write correctly a passage dictated from any English author.

Etymology.—To know the prefixes, affixes, and principal Latin and Greek Roots. To be able to analyze etymologically the words of the Reading Books.

Grammar.—To be thoroughly acquainted with the definitions and Grammatical forms and rules of Syntax, and be able to analyze and parse, with application of said rules, any sentence in prose or verse.

N. B.—In regard to Teachers in French or German settlements, a knowledge of the French or German Grammar respectively may be substituted for a knowledge of the English Grammar, and the Certificates to the Teachers expressly limited accordingly. The County Councils within whose jurisdiction there are French or German settlements, are authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language, at the annual examination; the decision of such examiners, however, to be subject, in the case of Second-class certificates, to the approval of the Central Committee.

Composition.—To be familiar with the forms of letter writing, and to be able to write a prose composition on any simple subject correctly, as to expression, spelling and punctuation.

Writing.—To be able to write legibly and neatly, and a good running hand.

Geography.—To have a fair knowledge of physical and mathematical geography. To know the boundaries of the continents; relative positions and capitals of the countries of the world, and the positions, &c., of the chief Islands, Capes, Bays, Seas, Gulfs, Lakes, Straits, Mountains, Rivers, and River-slopes. To know the forms of government, the religions and natural products and manufactures of the principal countries of the world.

History.—To have a good knowledge of general English and Canadian History.

Education.—To be familiar with the principles and methods of Teaching. To have a thorough knowledge of the approved modes of teaching Reading, Spelling, Writing, Arithmetic, Grammar, Composition, Geography, History and Object Lessons. To be well acquainted with School Management—including school buildings and arrangements, classification of pupils, formation of time and limit tables, and modes of discipline, also to give evidence of skill in teaching.

School Law.—To have a knowledge of so much of the School Law and Regulations as relates to Trustees and Teachers.

Music.—To know the principles of Vocal Music.

Drawing.—To understand the principles of Linear Drawing.

Book-keeping.—To understand Book-keeping by single and double entry.

Arithmetic.—To be thoroughly familiar with Arithmetic in theory and practice, and

to be able to work problems in the various rules. To show readiness and accuracy in working problems in mental Arithmetic.

Mensuration.—To be familiar with the principal rules of Mensuration of Surfaces.

Algebra.—To be well acquainted with the subject as far as Simple Simultaneous Equations.

Euclid.—Books I. II., with problems.

NOTE.—For Female Teachers, only the First Book of Euclid is required.

Natural Philosophy.—To be acquainted with the properties of matter and with the elementary principles of Statics, Hydrostatics, and Pneumatics.

Chemistry.—To understand the Elements of Chemistry.

Botany.—To be familiar with the structure of Plants, &c., and the uses of the several parts.

Human Physiology.—Some knowledge of Anatomy, Physiology, Hygiene.

NOTE.—Candidates may substitute the English Literature of the Intermediate Examination for Botany and Physiology. Those who choose to exercise this option shall notify the Inspector of their intention, when making their application, and the Inspector shall forthwith transmit the information to the Department.

X. FIRST-CLASS CERTIFICATES.

General Conditions.

1. Candidates from the Normal Schools are eligible for examination for First-class certificates as provided by the seventh Regulation.

2. Other candidates for a First-class (Provincial) certificate, must furnish satisfactory proof of temperate habits and good moral character, and of having successfully taught in a School for five years, or two years, if during that period he has held a Second-class certificate, granted under the Regulations.

3. All other candidates for First class certificates (with the exceptions mentioned below), who do not already possess Second-class Provincial certificates, shall be required to previously pass the examination for such Second-class certificates.

4. A First-class certificate of any grade renders the holder eligible for the office of Examiner of Public School Teachers; that of the highest grade (A) renders the holder eligible for the office of Public School Inspector. Certificates of eligibility for these offices can be obtained on application to the Department.

5. Teachers holding First or Second-class certificates, granted anywhere in the British Dominions, may be admitted to examination for First and Second-class certificates respectively, in this Province, provided that they produce satisfactory evidence of good moral character and time of actual experience, as required of other Teachers.

6. Graduates in Arts who have proceeded regularly to their degrees in any university in the British Dominions, and who produce satisfactory evidence of having taught successfully for one year, and satisfactory proof of good moral character, may be admitted to the examination for First-class certificates without previously obtaining Third and Second-class certificates.

Subjects of Examination.

Reading.—To be able to read intelligently and expressively a passage selected from any English author.

Spelling.—To be able to write correctly a passage dictated from any English author.

Etymology.—As for Second-class Teachers.

Grammar.—To be thoroughly acquainted with the subject, as contained in the Authorized Text-Books.

Composition.—As for Second-class Teachers.

English Literature.—To have a general acquaintance with English Literature and with its history, as to which certain special eras and authors will be taken up annually, of which due notice will be given by the Department. The subjects prescribed for the year 1877 are set forth in the note annexed.

Chemistry.—As for Second-class Teachers; and to be familiar with the Definitions,

Nomenclature, Laws of Chemical Combinations, and to possess a general knowledge of the Chemistry of the Metalloids and Metals.

Human Physiology.—As for Second-class Teachers.

Natural History.—General View of Animal Kingdom.

Writing.—As for Second-class Teachers.

Geography.—As for Second-class Teachers, and in addition, to possess a special knowledge of the Geography of British America and the United States, including the relative positions of the Provinces and the States with their capitals; to understand the structure of the crust of the earth; use of the globes.

History.—A knowledge of General, Ancient, and Modern History, for such portions and particular periods as may from time to time be prescribed by the Department, and of which due notice will be given. The subjects prescribed for the year 1877 are set forth in the note annexed.

Education.—As for Second-class Teachers, and in addition, to possess a good knowledge of the elementary principles of Mental and Moral Philosophy; and to be acquainted with the methods of teaching all the branches of the Public School course.

School Law.—To be acquainted with the Law and Official Regulations relating to Trustees, Teachers, Municipal Councils, and School Inspectors.

Music.—To know the principles of Vocal Music.

Drawing.—To evince facility in making perspective and outline sketches of common objects on the blackboard.

Book-keeping.—As for Second-class Teachers.

Arithmetic.—To know the subject in theory and practice. To be able to solve problems in arithmetical rules with accuracy, neatness and despatch. To be ready and accurate in solving problems in Mental Arithmetic.

Mensuration.—To be familiar with rules for Mensuration of Surfaces and Solids.

Algebra.—To know the subject as contained in the authorized text-book completed.

Euclid.—Books I. II. III. IV., Definitions V., and Book VI., with exercises.

NOTE.—For Female Teachers, the First Book only of Euclid is required. If, however, the candidate desires a certificate of eligibility as an Examiner, the same examination must be passed in Euclid as is required of male Teachers.

Natural Philosophy.—As for Second-class Teachers; and in addition, to be acquainted with Dynamics.

Chemical Physics.—To have a good general acquaintance with the subjects of Heat, Light, and Electricity.

Natural History.—General View of Animal Kingdom—Character of principal Classes, Orders and Genera.

Botany.—Vegetable Physiology and Anatomy—Systematic Botany—Flowering Plants of Canada.

Agricultural Chemistry.—Proximate and ultimate constituents of plants and soils—Mechanical and Chemical modes of improving soils—Rotation of Crops, etc., etc.

NOTE.—For July, 1877, there have been selected a part of the works of four eminent authors, each of whom represents a different period in the literary history of England, and candidates for First-class certificates will be examined on these selections, as well as on the lives of the authors, and on the literary history of the period in which each author lived, with the causes to which the several periods owe their peculiar literary character.

The following are the works selected :—

- I. The Tragedy of Macbeth.—*Shakespeare.*
- II. Ten of *Lord Bacon's* Essays, namely :—
 - No. 1. Of Truth.
 - No. 3. Of Unity in Religion.
 - No. 5. Of Adversity.
 - No. 16. Of Atheism.

- No. 23. Of Wisdom for a Man's Self.
- No. 29. Of the True Greatness of Kingdoms and Estates.
- No. 32. Of Discourse.
- No. 34. Of Riches.
- No. 41. Of Usury.
- No. 50. Of Studies.

III. Ten Essays by *Addison*, from the *Spectator*, namely :—

- No. 26. Reflections in Westminster Abbey.
- No. 317. On Waste of Time. Journal of a Citizen.
- No. 329. Visit with Sir Roger de Coverley to Westminster Abbey.
- No. 343. Transmigration of Souls. Letter from a Monkey.
- No. 517. Death of Sir Roger de Coverley.
- No. 558 and 559. Endeavours of Mankind to get rid of their Burdens. A Dream.
- No. 565. On the Nature of Man. Of the Supreme Being.
- No. 567. Method of Political Writers affecting Secrecy.
- No. 568. Coffee-house Conversation on the preceding Paper.

IV. The Lady of the Lake.—*Scott*.

The following portions of History, for July, 1877, are prescribed, viz.:—

1. *General History*.—Freeman, chaps. I. to V. inclusive.
2. *Ancient History*.—Special and more detailed study of a particular period—History of Greece to the close of the Peloponnesian War. (Schmitz's *Ancient History*, Book II., or the *History of Greece*, by Dr. W. Smith, may be consulted.)
3. *Modern History*.—Special and more detailed study of a particular period—History of England: the Tudor period. (Green's short *History of the English people*, and Macaulay's *History of England*, chap. I., may be consulted.)

ADAM CROOKS,
Minister of Education.

X.—ADDITIONAL REGULATIONS—PUBLIC SCHOOL TEACHERS, 1877.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 31st day of May, A.D., 1877.

Upon the recommendation of the Honourable the Minister of Education, the Committee of Council advise that your Honour do approve of the Annexed Additional Regulations to apply to the examination of Public School Teachers for the year 1877.

Certified.

(Signed) J. G. SCOTT,
Clerk, Executive Council, Ontario.

31st May, 1877.

Additional Regulations to apply to the examination of Public School Teachers for the year 1877.

1. Any teacher who has taught successfully for one year, may be examined on the subjects of examination prescribed for Second-class Certificates, omitting School Law, Education, Music and Drawing; and if he pass such Examination, he shall then be eligible for admission to a Normal School, as a Teacher in training, with a view to his obtaining a Second-class Certificate.

2. Any person who has passed the Intermediate Examination, or who shall pass either of the Intermediate Examinations to be held during the year 1877, may, on producing proof of having taught successfully for one year, be allowed to attend a Normal School as a Teacher-in-training with a view to his obtaining a Second-class Certificate.

3. Also any Candidates who at present hold Third-class Certificates, and who have proved their ability to teach, but who may fail to pass the prescribed Examination for Second-class Certificates, may on the recommendation of the Central Committee, having regard

to the character of their answers at such examination, receive from the Minister, authority to teach on their present Certificates, for such time as he may deem fit.

4. As cases may arise where Third-class Teachers are unable to qualify themselves for passing the examination prescribed for Second-class Certificates, and as, nevertheless, it is desirable in such cases, that the teachers who are in this position should not be excluded from the profession, the Minister may, on the recommendation of the County Inspector, allow a Third-class Teacher of experience and proved teaching ability, to teach permanently, or for any specified length of time on a Third class Certificate, within the County for which the Certificate has been granted. But each such case must be specially reported on by the Inspector, who shall state fully the grounds which, in his opinion, warrant the departure from the ordinary rule.

XI.—REGULATIONS RESPECTING THE PUBLIC SCHOOL PROGRAMME.

*Copy of an Order in Council, approved by His Honour the Lieutenant-Governor the
31st day of May A.D. 1877.*

Upon the recommendation of the Honourable the Minister of Education, the Committee of Council advise that your Honour do approve of the annexed Regulations respecting the programme or course of study in the public schools.

Certified.

(Signed)

J. G. SCOTT,
Clerk, Executive Council, Ontario

COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF ONTARIO.

Prescribed by Regulations of the Education Department, Sanctioned by Order of the Lieut.-Governor in Council, May, 1877.

REGULATIONS RESPECTING THE PROGRAMME OR COURSE OF STUDY IN THE PUBLIC SCHOOLS.

1. On and after the 15th day of August, 1877, the Programme, or Course of Study, shall be according to the annexed Table, as far as the circumstances of the particular School will allow the same to be followed. But where these circumstances require it, such modifications of the Programme are permitted as thereupon become necessary. It will be the duty, however, of the Inspector to see that no departures from the Programme are made without sufficient cause.
2. No "Time," or "Limit" Table is prescribed, or shall be in force, except in so far as the Trustees or School Board and the Teacher may choose to regulate this.
3. The Instructions to Teachers and Inspectors, which are also hereto annexed, shall accompany the Programme, in order that the suggestions of the Central Committee contained in these instructions may, as far as possible, be given effect to; and they are also to be read as explanatory of the use which the Programme is intended to serve in the Public Schools.

ADAM CROOKS, *Minister of Education.*

SUBJECTS.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
READING AND ENGLISH LITERATURE.	Tablet Lessons, First Reader, 1st Part: ditto, 2nd Part.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.	Critical Reading of Selections from English Literature prescribed for the Intermediate Examination.
SPELLING AND DICTATION.	Spelling of Words in Lessons and of Phrases.	Spelling of words and phrases from Reader, orally and by Dictation.	Spelling of words and phrases from Reader, orally and by Dictation.	Spelling—Prefixes, Affixes, and Leading Roots.	Same as the preceding class.	Same as the preceding class.
WRITING AND BOOK-KEEPING.	Printing Letters and Words in 1st Part, and Writing Script in 2nd Part.	Writing on Slates or in Copy Books.	Writing Copies.	Writing Copies.	Writing Copies and Business Forms. Single Entry and Principles of Double Entry.	Same as the preceding class. Double Entry. Commercial Forms and Usages.
ARITHMETIC.....	Numeration and Notation to 1000. Addition and Subtraction. Simple Problems in Mental Arithmetic.	Numeration and Notation to 1,000,000. Multiplication and Division. Simple Problems in Mental Arithmetic.	Arithmetical Tables, Reduction, Compound Rules, Easy Vulgar Fractions to Subtraction, inclusive. Mental Arithmetic.	Vulgar Fractions continued. Decimal Fractions, Problems in Proportion. Simple Interest. Mental Arithmetic.	Application of preceding principles to questions in Interest, Discounts, Stocks, Exchange, &c., Square root. Mental Arithmetic.	Subject continued.

COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF ONTARIO.—*Continued.*

SUBJECTS.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
GEOGRAPHY		Cardinal Points of Compass. Local Geography. Definitions of Physical Geography.	Map Drawing. Map of the World; N. & S. America; Canada, generally; Ontario, more minutely.	Map Geography continued, with special attention to the British Empire. Map Drawing.	Review of previous work. Physical, Mathematical, and Political Geography.	Work of previous years reviewed and continued.
DRAWING	Geometric Forms and Lines. Meaning of Terms used in Drawing (not Geometrical Definitions). Simple Copies from the Blackboard.	<i>Dictation and Memory</i> Drawing of Geometric Forms and Patterns. Simple Subjects from the Blackboard.	Practice in curved Forms. Simple Designs in Geometric Forms. Parts of Plants. First Notions of Perspective.	Drawing from Objects. Designing continued. Memory Drawing.	Object Drawing continued. Shading. Landscape from copies (Girls). Plants and Animals (Boys). Memory Drawing.	Flowers and Fruits. Perspective. Architectural Drawing. Linear Drawing. Designing.
VOCAL MUSIC.....	Rote Singing. Middle Register only at first.	Rote Singing. Simple Songs in common and triple time. Scale of <i>do</i> , by numerals and syllables.	The Stave. Position of Notes thereon with intonation. Additional Songs.	Shapes, names, and relative values of Notes. Time Table, Rests, Dot, Bar, Measure, &c. Additional Songs.	Diatonic Scales, commencing with the <i>natural</i> . Intervals of Seconds and Thirds. Additional Songs.	Sharp, Flat and Natural. Simple, Common and Triple Time. Intervals of Fourths and Fifths. Key and Key-note. Part Singing.
OBJECT LESSONS	Counting (Beans, Pebbles). Form. Size. Colour. Weight. Common Objects (Parts and Qualities).	Lessons on Common Objects (Parts, Qualities and Uses).	Common Objects (Source, Manufacture, Uses, &c.) Animals, Birds, Plants.			
GRAMMAR AND COMPOSITION.	.....	.....	Parts of Speech, Separation of simple sentences into their two essential parts; changes of form	Principal Grammatical Forms and Definitions. Analysis and Parsing of easy prose sentences.	Analysis and parsing of prose sentences and easy verse. Narrative and Description.	Analysis and parsing of verse. Outlines of the History of the English Language.

			undergone by nouns, adjectives, pronouns, and by verbs in the indicative mood, active voice.	Changes of construction of simple and complex sentences, orally and in writing.	Familiar and Business Letters. Review of previous work.	Abstract of Readings or Lectures. Themes ; generally the formation of a good English Style.
			Construction and variation of form of sentences.	Short narratives or descriptions.		
			Short descriptions of familiar objects.	Familiar Letters, summary of Reading or other lessons.		
				Rendering of Poetry into Prose.		
HISTORY			Leading facts of Canadian History.	Leading facts of English History.	Sketch of General History.	English History, Stuart period. Canadian History.
HYGIENE				Familiar Lectures.	Familiar Lectures.	Familiar Lectures.
ALGEBRA					First Four Rules. Easy Simple Equations.	End of Simple Equations, easy Quadratics.
GEOMETRY AND MENSURATION				Areas of rectangular figures.	Definitions, Postulates, and Axioms. Euclid, Book I. Areas of rectilinear figures and volumes of right parallelepipeds and prisms.	Books II and III, Circle, Sphere, Cylinder, and Cone.
CHEMISTRY AND AGRICULTURE. (Optional.)				For the Sixth Class.—A course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal, and Blue Vitriol ; Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus and their more important Compounds ; Combining Proportions by weight and by volume ; Symbols and Nomenclature ; Applications to Agriculture.		

COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF ONTARIO.—*Concluded*

SUBJECTS.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.	FIFTH CLASS.	SIXTH CLASS.
NATURAL PHILOSOPHY (Optional.)					Properties of matter, Specific Gravity, Barometer, Common Pump, Air Pump and Siphon. Pressure of Liquids.	Composition and Resolution of Forces; Principle of Moments, Centre of Gravity, the Mechanical Powers.
DOMESTIC ECONOMY. (Girls only.)	Threading Needles. Hemming; for instance, Strips of Calico, or a Plain Pocket Handkerchief. Knitting — a Plain Strip.	Hemming, Seaming or Sewing, Felling, Fixing a Hem Knitting — A Muffatee.	<i>e. g.</i> Child's Pillow Case. Child's Knitting — A Plain Sock.	Button-holing, Sewing on Buttons, Stitching, Setting in Gatherers, Marking. Plain Darning. Knitting — A Stocking.	Subject continued.	Subject continued. Cutting and Fitting Plain Garments.
DRILL AND CALISTHENICS.	<p>1.—Teachers to take their own boys and form them into companies according to strength. To extend them into open file, and put them through Extension Practices and Motions. Dressing. Saluting. File Marching. Right, Left, and Right and Left About. Slow and Quick Time. Balance step on the halt and on the move. To change step.</p> <p>2.—The Boys to be arranged in companies, sized from both flanks, numbered and told off in half-companies and sections. To be put through the formations, Right, Left, and Right and Left About as a company. To increase and diminish the Front. To form a company Square. <i>Fours</i>, Right, Left, Deep. Calisthenics for Girls.</p>					

PUBLIC SCHOOLS OF ONTARIO.

Hints for the Guidance of Teachers, to accompany the Public School Programme.

The Programme.—The Programme has been constructed with reference to thoroughly graded Schools. In Schools not so graded, and in rural Schools in which it may be impossible to maintain the distinction between classes very rigidly in all the subjects, some deviation from the Programme may, with the approbation of the Inspector, be made. At the same time, no considerable deviations will be permitted in the leading subjects. No Time Table is prescribed; but it is to be understood that every Teacher shall frame one suited to the circumstances of his School.

Reading.—The First Part of the First Book shall be taught from Tablet Lessons. Reading by phrases shall be commenced as early as possible; and such explanations should be given as may enable the pupil to read intelligently, as well as with the easy natural flow which characterizes good ordinary conversation. Clearness, fluency, force and naturalness are essential to good reading. As pupils learn to read principally by imitation, the Teacher's living voice alone can direct in the matter of correct accent, inflection, emphasis, and pronunciation. It is important that the pupils in the Second and higher classes should be regularly required to commit to memory selected passages in prose and verse; and the Teacher should be careful to see that in every case the selections are of decided literary excellence. Pupils in all the classes should be required from time to time to give in their own language a summary of the reading lessons.

Arithmetic.—Accuracy and expertness in performing elementary operations are of the first importance. Problems based on the elementary rules should be given from the commencement of the Second Class. Constant practice in mental Arithmetic is essential. Great stress should be laid on the solution of questions by the Analytic method.

Geography.—The School House and its surroundings, with which the pupils are familiar, should be taken as the first subjects of lessons to give correct ideas of boundary and direction. Map Drawing should be practised from the beginning. Definitions in Physical Geography should be fully illustrated in all cases by blackboard drawings or otherwise.

Music and Drawing.—In Music and Drawing, the pupils in different classes may be taken together at the discretion of the Teacher.

Object Lessons.—An object lesson is intended to develop the faculties rather than to store the mind with information. The Teacher should not tell the pupil anything that he can see or deduce for himself. Pupils should be taught (1) to observe; (2) to describe; (3) to compare and infer.

Grammar.—Grammar in the Third Class should be taught without a text-book. The functions and definitions of the essential parts of the simple sentence and of the parts of speech, and the rules for inflection, should be arrived at by induction.

Composition.—Nearly every School exercise, whether oral or written, may be made an exercise in Composition. The Teacher should use especial care in requiring good English from his pupils in their answers in class or at examinations.

History.—No text-book in Canadian History need be used by the pupils. The Teacher should, from his own knowledge of the subject, obtained by the study of the best histories within his reach, deliver his instructions orally. He should give prominence, according to the stage of advancement of his pupils, to the political and civil constitution of the Dominion, and of the Province of Ontario. In the Fourth Class, the pupils are expected to learn the most important facts in English History, to understand clearly what each one of them was, and to know why it is considered important. No details are to be learnt except those which have a bearing on such facts. For instance, as the great fact in the history of the seventeenth century is the struggle between King and Parliament, it is not necessary to pay much attention, in this class, to the reign of James I., or any to such events as the Great Plague, the Great Fire in London, or the Massacre of Glencoe. Very little time should be spent on the period before the Norman Conquest; and the dates committed to memory should be few and important.

The same principles should govern the Teacher in dealing with European History in the Fifth Class, and with the Stuart period in the Sixth. He should always remember that a comprehension of leading facts and general principles is more valuable than the most accu-

rate knowledge of details, if unaccompanied by ability to distinguish what is important from what is not.

Throughout the course, the Teacher should bear in mind the interesting and valuable lessons that may be deduced from the lives of the men and women who have played a prominent part in history.

Hygiene.—By reference to the Programme, it will be observed that Hygiene, or the science of the laws of health, is to be taught, not from text-books, but by familiar lectures. All the pupils in the 4th, 5th and 6th classes should be made to listen to the lectures on this subject.

Morals.—No text-book in Christian Morals, nor any specific instructions in that subject, have been prescribed. The Teacher, however, will grievously fail in his duty unless the whole tenor and tone of his instructions in the school-room, and his deportment generally, be not only consistent with the ordinary proprieties of life, but also characterized by a high moral tone. To his pupils he sets a standard of conduct; they insensibly learn his ways of speaking and acting; and any carelessness on his part may do lasting injury to their plastic minds. His business being to form their characters as well as to develop their moral faculties, he should habitually strive to make and to improve opportunities of stamping good and deep impressions upon them.

XII.—PUBLIC SCHOOL REGULATIONS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 22nd day of June A. D. 1877.

Upon the recommendation of the Honourable the Minister of Education, the Committee of Council advise that the annexed Regulations which are intended to come into effect at the end of the summer vacation of the Public Schools, viz: on the 25th day of August next, that is to say :

I. Certificates of qualification to teach in the Public Schools, and the conditions on which they are to be granted.

II. The Examination of Public School Teachers.

III. As to the training of First-class Teachers in the Normal School.

IV. As to the training of Second-class Teachers in the Normal School.

V. As to County Model Schools.

VI. As to Teachers' Associations.

VII. As to Public School Text Books.

VIII. As to High School Text Books.

IX. As to Authorization of Library and Prize Books to be approved of by Your Honour. Certified.

(Signed)

J. LONSDALE CAPREOL,
Asst. Clerk, Executive Council, Ontario.

22nd June 1877.

REGULATIONS RESPECTING CERTIFICATES OF QUALIFICATION TO TEACH IN THE PUBLIC SCHOOLS, AND THE CONDITIONS UNDER WHICH THEY ARE TO BE GRANTED.

Approved by the Lieutenant-Governor in Council, and to come into force on and after the 18th August, 1877.

I.—THIRD-CLASS CERTIFICATES.

I. The conditions upon which County Boards are authorized to grant Third-class Certificates are as follows :

1. In order to be qualified to receive a Third-class Certificate, the candidate must be, if a male, eighteen years of age; if a female, seventeen.

2. The candidate must have passed the prescribed examination in literary and scientific subjects.

3. Any person who shall pass the Intermediate examination, or the prescribed examination in literature and science for Second or First-class Certificates, shall be deemed to have passed the examination in literature and science prescribed for Third-class Certificates.

4. The candidate must subsequently have attended, for one session, at a County Model School, and must have obtained from the head master of such school, and from any examiners whom the Minister may appoint, a certificate of his fitness to teach.

5. He must produce evidence that he is of good moral character.

II. The duration and renewals of Third-class Certificates are governed by the following provisions :—

1. A Third-class Certificate shall be valid only in the County where given, and for three years only.

2. No candidate shall be permitted to enter a second time for a Third-class Certificate, except by special permission of the Minister, on the recommendation of the County Inspector.

3. As cases may arise where Third-class Teachers are unable to qualify themselves for passing the examination prescribed for Second-class certificates ; and as, nevertheless, it is desirable, in some such cases, that the teachers who are in this position should not be excluded from the profession ; the Minister may, on the recommendation of the County Inspector, allow a Third-class Teacher, of experience and proved ability as a teacher, to teach permanently, or for any specified length of time, on a Third-class Certificate within the county for which the certificate has been granted. But each such case must be specially reported on by the Inspector, who shall state fully the grounds which, in his opinion, warrant the departure from the ordinary rule.

II.—SECOND-CLASS CERTIFICATES.

I. The conditions upon which Second-class Certificates are to be granted are as follows :

1. In order to be qualified to receive a Second-class Certificate, the candidate must have passed the examination in literature and science prescribed for Second-class Certificates.

2. In the event of the Intermediate examination being so modified as to be, in the judgment of the Minister, a full equivalent for the examination in literature and science for Second-class Certificates, any candidate passing the Intermediate shall be held to have passed the examination in literature and science for Second-class Certificates, Grade B. Any candidate passing the prescribed examination in literature and science for First-class Certificates shall be held to have passed the examination in literature and science for Second-class Certificates.

3. The candidate must have taught, successfully, for at least one year, in a Public or Separate School in the Province of Ontario, and must have attended, for one session, in a Provincial Normal School, and must have obtained from the Principal of such school, and from the Examiners, a certificate of his fitness to teach on a Second-class Certificate.

4. He must produce evidence that he is of good moral character.

III.—FIRST-CLASS CERTIFICATES.

I. The conditions upon which First-class Certificates are to be granted are as follows :

1. In order to be qualified to receive a First-class Certificate, the candidate must have passed the prescribed examination in literary and scientific subjects.

2. He must also have attended for one year at a Provincial Normal School, after obtaining a Second-class Certificate, and have received from the Principal of such school, and from such Examiners as the Minister may appoint, a certificate of his fitness to teach on a First-class Certificate, or otherwise he must have taught successfully for two years on a Second-class Certificate, and have passed such examination as the Minister may prescribe, to test his fitness to teach on a First-class Certificate.

3. He must produce evidence that he is of good moral character.

IV.—GENERAL.

1. The examinations in literature and science prescribed for First and Second-class Certificates respectively, may be passed at any time ; but no certificate of any class will be granted till all the conditions above indicated have been satisfied.

NOTE.—Teachers holding First or Second-class Certificates, granted anywhere in the British Dominions, may be admitted to examination for First and Second-class Certificates respectively, in this Province, provided that they produce satisfactory evidence of good moral character and time of actual experience, as required of other teachers.

Graduates in Arts who have proceeded regularly to their degrees in any University in the British Dominions, and who produce satisfactory evidence of having taught successfully for one year, and satisfactory proof of good moral character, may be admitted to the examination for First-class Certificates without previously obtaining Third and Second-class Certificates.

REGULATIONS RESPECTING THE EXAMINATION OF PUBLIC SCHOOL TEACHERS.

Approved by the Lieutenant-Governor in Council, and to come into force on and after the 18th August, 1877.

I.—NON-PROFESSIONAL EXAMINATION.

By the Non-Professional Examination of Public School Teachers is meant the examination which candidates for the several classes of Certificates must pass in Literature and Science, according to the scheme hereinafter laid down ; which examination must be passed, in the case of candidates for Third-class Certificates, before they are admitted to the County Model Schools, and, in the case of candidates for Second-class Certificates, before they are admitted to any of the Normal Schools.

A.—TIME AND PLACE OF EXAMINATION.

1. The examinations of all candidates for First and Third-class Certificates shall be held in the month of July, in each year, on the days appointed by the Minister.
2. The examinations of candidates for Second-class Certificates shall be held twice a year, concurrently with the Intermediate Examinations in July and December.
3. Candidates for First-class Certificates shall be examined at Toronto and Ottawa ; candidates for Second and Third-class Certificates at the County Towns. If there is no County Town in any Inspectoral Division in which an examination is held, the candidates shall be examined at such place as may be appointed by the Inspector.
4. Candidates for First-class Certificates and pupils of the Normal Schools shall be examined at the Normal Schools ; the examinations of all other candidates shall be held in such building or buildings as may in each case be appointed by the Inspector.
5. The Inspector shall give at least three weeks' public notice of the time and place of each examination, in such manner as he shall deem expedient.

B.—NOTICE TO BE GIVEN BY INTENDING CANDIDATES—TESTIMONIALS—IDENTIFICATION.

1. Every person who proposes to present himself at any examination shall send in to the presiding Inspector not later than the 1st of June, and in the case of Second-class Certificates the 10th of November also, preceding each examination, a notice stating the class of certificate for which he is a candidate, and the description of certificate he already possesses, if any ; such notice to be accompanied by the testimonials required by the regulations.

2. Each candidate shall satisfy the Presiding Examiner as to his personal identity before the commencement of the second day's examination. Instances of personation of

candidates having occurred, the examiners are expected to use all necessary vigilance in this respect.

3. Any person detected in attempting to personate a candidate is to be reported to the Department, and he will thereupon be deprived of his certificate and standing as a teacher.

C.—MODE OF CONDUCTING EXAMINATIONS.

1. Every Presiding Inspector shall send to the Education Department, one month before the time of the examination, a list of the names of those who intend to present themselves for Second-class Certificates. To each name so sent the Department will affix a *number*, which must be employed by the candidate instead of his usual signature throughout the entire examination.

2. Candidates for First-class Certificates shall notify the Department, at least five weeks before the examination, as to the place at which they intend to present themselves for examination, and shall at the same time forward the testimonials required by the regulations.

3. The Department will provide envelopes of convenient dimensions, to be sent out with the First and Second-class examination papers—one envelope with each paper.

4. The County Public School Inspector shall preside and be responsible for the proper conduct of the examinations, and for the safe-keeping, unopened, of the examination papers until the time of examination; but in case of any inability to attend, he shall send to the Education Department, for the approval of the Minister or Deputy, one month before the examination, the name of the person whom he intends to appoint his substitute at those examinations at which he himself cannot preside, otherwise the Department will make the appointment.

5. When more than one room is required for the candidates, an Inspector's substitute must be appointed for each room to preside in his stead.

6. The Presiding Inspector shall transmit to the Education Department, on the first day of the examination, a copy of the following declaration, signed by himself and the other examiners (but such declaration shall not be required more than once from any examiner):—

“I solemnly declare that I will perform my duty of examiner without fear, favour, affection or partiality towards any candidate.”

7. The Presiding Examiner shall subject the candidates for Third-class Certificates to *viva voce* examinations in Reading, of the result of which a record shall be made and reported to the Department.

D.—DIRECTIONS FOR PRESIDING EXAMINERS.

1. Places shall be allotted to the candidates for Second-class Certificates, so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination shall be removed from the room. Candidates for Third-class Certificates must be placed sufficiently far apart to prevent copying.

2. All these arrangements shall be completed, and the necessary stationery shall be distributed and placed in order on the desks of the candidates at least *fifteen* minutes before the time appointed for the commencement of the examination.

3. No candidate shall be allowed to leave the room within one hour after the issue of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination in the subject then in hand.

4. Punctually at the time appointed for the commencement of the examination in each subject, the Presiding Examiner shall, in the examination room, and in the presence of the candidates, break the seal of the envelope containing the examination papers, and give them at once to the candidates. The papers of only one subject shall be opened at one time.

5. The Inspector shall further see that at least one examiner is present during the whole time of the examination in each room occupied by the candidates. (1) He shall, if desirable, appoint one or more of his co-examiners to preside at the examination of any of

the subjects named in the programme. (2) If Intermediate and Second-class candidates are being examined together, the following rule applies :—No Trustee, Master or Teacher of the School concerned can be appointed to preside, and no Master or Teacher of the School shall be present during the examination in the room with the candidates.

6. Punctually at the expiration of the time allowed, the Examiner shall direct the candidates to stop writing, and cause them to hand in their answer papers immediately, those for First and Second-class being duly fastened in the envelopes.

7. The Inspector, at the close of the examination on the last day, shall secure in a separate parcel the fastened envelopes of each candidate for a Second-class Certificate, and on the same day shall forward by express (prepaid), to the Education Office the package containing all the parcels thus separately secured, together with all certificates of character, ability and experience in teaching, which such candidate may have presented to the Board, and the schedule in the form provided. The Inspector shall, at the same time, sign and forward a solemn declaration (according to a form provided by the Department), that the examinations have been held and conducted in strict conformity with the regulations, and fairly and properly in every respect; and also, with the papers of each candidate, a certificate to the Department that he has been satisfied as to the personal identity of such candidate, upon proper grounds.

8. In the case of candidates for Third-class Certificates, he shall see that the written answers are, without delay, read and reported on by the County Board, and he shall thereupon see that these answers, and all reports thereon, as approved by the Board, together with the list of certificates issued by it, are also, as soon as possible after the close of the examinations, transmitted by express (prepaid) to the Education Department.

9. When two or more rooms are occupied by candidates for Second-class Certificates, the Examiner, in his report to the Department, shall indicate the candidates who were placed in the several rooms respectively.

10. In examining the answers of Third-class candidates two examiners at least should look over and report on each paper.

11. The Central Committee of Examiners shall assign numerical values to each question, or part of a question, on the examination papers for Third-class Certificates, according to their judgment of its relative importance. The Local Examiners shall give marks for the answers, according to the value assigned to each question and the completeness and accuracy of the answer.

12. In order to obtain a Third-class Certificate the marks must not be less than one-half of the aggregate value of all the papers for certificates of that rank.

13. Should any candidate be detected in copying from another, or allowing another to copy from him, or in taking into the room any books, notes, or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the Presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case, if that of a Third-class candidate, at a general meeting of the Examiners, who shall reject the candidate if they deem the evidence conclusive. If the case be that of a First or Second-class candidate, it shall be reported to the Department.

14. The Inspector shall furnish to the Education Department full returns and all necessary information in matters relating to the results of the examinations. Any points relative to the examination for Third-class Certificates, on which a majority of the Examiners do not agree, shall be referred to the Education Department for decision.

E.—RULES TO BE OBSERVED BY CANDIDATES.

1. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he cannot be allowed additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commence-

ment of the examination. When the order to stop writing is given, every candidate shall obey it immediately.

2. Every candidate shall conduct himself in strict accordance with the regulations, and should he give or receive any aid or extraneous assistance of any kind in answering the examination questions, he will be liable not only to the loss of the whole examination, but to the forfeiture or withdrawal of his certificate at any time afterward when the discovery is made that such aid or assistance has been given or received.

3. Candidates shall observe the regulation respecting copying, etc., in C, No. 13.

4. Every candidate for a First or Second-class Certificate shall write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle; and is warned that for every page not bearing his number he is liable to receive no credit from the Examiners.

5. If a candidate for a First or Second-class Certificate write his name or initials, or any distinguishing sign or mark on his paper other than the number assigned him by the Department, his paper will be cancelled.

6. Candidates for First or Second-class Certificates in preparing their answers shall write on one side only of each sheet, placing the number of each page at the top, in the right hand corner. Having written the distinguishing NUMBER on each page, and having arranged the answer papers in the order of the questions, they shall fold them once across, place them in the envelopes accompanying the question papers, and write on the outside of the envelopes the distinguishing numbers and the subjects of examination. They shall then securely fasten the envelopes and hand them to the Presiding Examiner.

7. Candidates for Third-class Certificates in preparing their answers shall write on one side only of each sheet, and having arranged their papers in the order of the questions, shall fold them once across and write on the outside sheet their names, the name of the Examining County Board, the date and the subject of the paper. After the papers are handed in, the Examiners shall not allow any alterations thereof, and the Presiding Inspector shall be responsible for the subsequent safe-keeping of the same, until he has transmitted them, with all surplus examination papers, to the Education Department.

F.—CANDIDATES FROM THE NORMAL SCHOOLS.

1. Such of the foregoing Regulations respecting the examination of candidates generally as are applicable, shall also govern the examination of candidates from the Normal Schools; and the Principals thereof, respectively, shall send to the Education Department, one month before such examination, a list of the names of the intending candidates for First and Second-class certificates, respectively. The Department will affix a number to each name so sent, and this number shall be signed by the candidate, in lieu of his name, to each one of his papers of answers to the questions.

2. The duties of Presiding Examiner shall be discharged by one of the members of the Central Committee, to be named by the Minister.

3. During the examination and previous week of preparation all the Rules and Regulations of the Normal School shall remain in full force, and any infringement thereof shall be summarily dealt with by the Principal.

4. During the time in each day while the examination is actually proceeding, the Examiner shall have control and be responsible for maintaining discipline in the Examination Hall amongst the candidates; and at all other times and occasions during each day of the examination the Principal's authority shall have full force and effect.

G.—APPEAL TO THE DEPARTMENT.

Any candidate for a Third-class certificate shall have the right to appeal to the Education Department against the decision of the Local Board of Examiners. Every such appeal shall be made in writing to the Department within two weeks from the time when the decision is known to the appellant. The appeal must specify the particular objections.

H.—SUBJECTS OF EXAMINATION.

1. *For Third-class Certificates.*

English Language and Literature.

Reading.—To be able to read any passage selected from the authorized Reading-books intelligently, expressively, and with correct pronunciation.

Spelling.—To be able to write correctly any passage that may be dictated from the Reading-book.

Etymology.—To know the prefixes and affixes and principal roots.

Grammar and Composition.—Grammatical forms and Definitions. Analysis and parsing of prose and easy verse. Changing the construction of sentences. Short narratives or descriptions. Rendering of Poetry into Prose. Familiar and Business letters.

N.B.—In regard to French or German settlements, a knowledge of the French or German Grammar respectively may be substituted for a knowledge of the English Grammar, and the certificates to the teachers expressly limited accordingly. The County Councils, within whose jurisdiction there are French or German settlements, are authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language.

English Literature.—To be able to answer easy questions on works or portions of works to be prescribed from time to time.

History and Geography.

History.—The leading events of English and Canadian History.

Geography.—The maps of the continents, Canada, Ontario, Great Britain and Ireland, and the principal dependencies of the Empire. Map drawing. Rudiments of physical, mathematical and political Geography.

Mathematics.

Arithmetic.—Simple and Compound rules. Reduction. Vulgar and Decimal Fractions. Proportion. Interest, Discount, Stocks, Exchange. Square Root.

Algebra.—The elementary rules and easy simple equations.

Euclid.—Definitions, Postulates and Axioms. Book I.

Writing.

To be able to write legibly and neatly.

2. *For Second-class Certificates.*

English Language and Literature.

Spelling.—To be able to write correctly a passage dictated from any English author, and to spell all non-technical English words.

Etymology.—To know the prefixes, affixes, and principal Latin and Greek roots. To be able to analyze etymologically words selected from Reading-books.

Grammar.—To be thoroughly acquainted with the definitions and Grammatical forms and rules of Syntax, and be able to analyze and parse, with application of said rules, any sentence in prose or verse.

N.B.—In the case of teachers in French or German settlements, the Intermediate papers in French or German respectively may be substituted for the paper in English Grammar, and the certificates to the teachers expressly limited accordingly.

Composition.—The framing of sentences. Familiar and Business letters. Rendering of Poetry and Prose themes.

English Literature.—Critical reading of works or portions of works to be prescribed from time to time by the Department.

History and Geography,

History.—To have a good knowledge of general English and Canadian History. Outlines of general European History.

Geography.—To have a fair knowledge of political, physical, and mathematical Geography. Map geography generally : Canada and the British Empire more particularly.

Mathematics.

Arithmetic and Mensuration.—To be thoroughly familiar with Arithmetic in theory and practice, and to be able to work problems in the various rules. Areas of rectilinear figures, and volumes of right parallelipeds and prisms. The circle, sphere, cylinder and cone.

Algebra.—Elementary Rules ; Factoring ; Greatest Common Measure ; Least Common Multiple ; Square Root ; Fractions ; Surds ; Simple Equations of one, two and three unknown quantities ; Easy Quadratics.

Natural Philosophy and Chemistry.

Euclid.—Books I. II., with problems.

Natural Philosophy.—To be acquainted with the properties of matter and with the elementary principles of Statics, Hydrostatics, and Pneumatics.

Chemistry.—Combustion. The structure and properties of flame. Nature and composition of ordinary fuel.—The atmosphere. Its constitution. Effects of animal and vegetable life on its composition.—Water. Chemical peculiarities of Natural waters, such as Rain-water, River-water, Spring-water, Sea-water.—Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and the more important compounds.—Combining proportions by weight and by volume. Symbols and Nomenclature.

Miscellaneous.

Writing.—To be able to write legibly and neatly.

Book-keeping.—To understand Book-keeping by single and double entry.

3. For First-class Certificates.

English Language and Literature.

Reading.—To be able to read intelligently and expressively a passage selected from any English author.

Spelling.—To be able to write correctly a passage dictated from any English author, and to spell all non-technical English words.

Etymology.—The same as for Second-class certificates.

Grammar.—To be thoroughly acquainted with the subject.

Composition.—The same as for Second-class certificates.

English Literature.—To have a general acquaintance with English Literature and its history, and a fuller knowledge of special eras and authors to be from time to time prescribed by the Department.

History and Geography.

History.—A special knowledge of certain periods, to be prescribed from time to time by the Department.

Geography.—Modern Geography. Ancient Geography, as far as is necessary for understanding the History of Greece and Rome. A special knowledge of the Geography of the British Empire.

Mathematics.

Arithmetic and Mensuration.—To know the subject in theory and practice. To be

able to solve problems with accuracy, neatness and despatch. To be ready and accurate in solving problems in Mental Arithmetic. To be familiar with rules for Mensuration of Surfaces and Solids.

Algebra.—The same as for Second-class certificates, with Quadratic Equations, Proportion, Progressions, Permutations and Combinations, and the Binomial Theorem.

Euclid.—Books I., II., III., IV. Definitions of V. and Book VI., with exercises.

NOTE.—For female teachers, the first three Books only of Euclid are required. If, however, the candidate desires a certificate of eligibility as an Examiner, the same examination must be passed in Euclid as is required of male teachers.

Natural Philosophy and Physical Science.—The properties of Matter. The Elementary principles of Statics, Hydrostatics, Pneumatics and Dynamics. A good general acquaintance with the subjects of Heat, Light and Electricity.

Physical Science.

Chemistry.—The chief Physical and Chemical Characters, the Preparation, and the Characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus and Silicon.

Carbonic Acid, Carbonic Oxide, Oxides and Acids of Nitrogen, Ammonia, Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosphoric Acid, Phosphuretted Hydrogen, Silica.

Combining proportions by weight and by volume; General Nature of Acids, Bases and Salts; Symbols and Nomenclature.

The Atmosphere—its constitution; Effects of Animal and Vegetable Life upon its composition; Combustion; Structure and Properties of Flame; Nature and Composition of ordinary Fuel.

Water—Chemical Peculiarities of Natural Waters, such as Rain-water, River-water, Spring-water, Sea-water.

Botany.—Applications of Chemistry to Agriculture, an Introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant in each of the Crowfoot, Cress, Pea, Rose, Parsley, Sunflower, Mint, Nettle, Willow, Arum, Orchis, Lily and Grass Families; Systematic Botany; Flowering Plants of Canada.

Physiology.—General view of the Structure and Functions of the Human Body; the Vascular System of the Circulation; the Blood and the Lymph; Respiration; the Function of Alimentation; Motion and Locomotion; Touch, Taste, Smell, Hearing and Sight; the Nervous system.

Miscellaneous.

Book-keeping.—The same as for Second-class certificates.

II.—PROFESSIONAL EXAMINATION.

A.—COUNTY MODEL SCHOOLS.

1. A candidate for a Third-class Certificate shall, at the close of his term of attendance at a County Model School, be examined in the work of the term, together with any other subjects connected with the practice of teaching, which the Minister may appoint.

2. Before being admitted to this, which may be called his professional examination, the candidate must receive a certificate from the Head Master of the Model School that he has, throughout the term, paid satisfactory attention to his duties, and that he is, in the opinion of the Head Master, a fit person to be allowed to go up to the examination.

3. The professional examinations in the County Model Schools shall be held on such days as the Minister may appoint, and shall be conducted by the several County Boards.

4. They shall be partly oral and partly in writing, according to a scheme to be prepared by the Central Committee, and to be approved by the Minister.

B.—NORMAL SCHOOLS.

Candidates for Second-class Certificates.

1. A candidate for a Second-class Certificate shall, at the close of his term of attendance at the Normal School, be examined in the work of the term, together with any other subjects connected with the practice of teaching, which the Minister may appoint.

2. Before being admitted to this, which may be called his professional examination, the candidate must receive a certificate from the Principal of the Normal School that he has, throughout the term, paid satisfactory attention to his duties, and that he is, in the opinion of the Principal, a fit person to be allowed to go up to the examination.

3. The professional examinations of the Normal School students shall be partly oral and partly in writing; they shall be held at the several Normal School seats, on such days as the Minister may appoint, and shall be conducted by the Central Committee.

Candidates for First class Certificates.

1. A candidate for a First-class Certificate, being a student of the Normal School, shall, at the close of his session of attendance at the Normal School, be examined in the work of the session, together with any other subjects connected with the practice of teaching, which the Minister may appoint.

2. Before being admitted to this examination, the candidate must receive a certificate from the Principal of the Normal School that he has, throughout the session, paid satisfactory attention to his duties, and that he is, in the opinion of the Principal, a fit person to be allowed to go up to the examination.

3. The examinations shall be partly oral and partly in writing; they shall be held at the several Normal School seats on such days as the Minister may appoint, and shall be conducted by the Central Committee.

4. Candidates for First-class Certificates who are not Normal School students shall undergo their professional as well as their non-professional examination at one of the Normal School seats, at the same time and on the same papers with those candidates for First-class certificates who are Normal School students.

REGULATIONS AS TO THE TRAINING OF FIRST CLASS TEACHERS IN THE NORMAL SCHOOLS.

Approved by the Lieutenant-Governor in Council, 22nd June, 1877.

I. *Sessions.*—During the academic year of the Normal School, there shall be one Session for the literary, scientific, and professional training of candidates for First-class Certificates. It shall begin about the 15th September, and end about the 30th of June.

II. *Requisites for admission.*—Only such students shall be admitted to the Normal School, as are Candidates for Second or First-class Certificates.

2. Candidates for First-class Certificates must, in order to be admitted to a Normal School, be holders of Second-class Provincial Certificates.

III. *Subjects of Study.*—1. The professional training of candidates for First-class Certificates shall be carried on concurrently with their instruction in literary and scientific subjects.

2. In addition to the examination in literary and scientific subjects prescribed for First class Teachers, the Central Committee shall examine Candidates, either orally or in writing, or in such other manner as may be suited to the nature of the subject, in

Education,
School Law,
Reading and Elocution,
Practical Chemistry,

Practical Botany,
Music and Drawing.
Drill (Males only),
Calisthenics.

IV. *Method of Instruction.*—The subjects above mentioned shall be taught in accordance with the following instructions :—

Education.—1. A course of lectures shall, as soon as the necessary arrangements can be made, be delivered by some person versed in psychology, on those laws of mind which lie at the foundation of the science of Education.

2. The Principal, or any Master to whom he may delegate this duty, shall give a few lectures on the history of educational effort, and shall discuss the value of the different methods which may be employed in developing the child's nature, in imparting instruction, and in securing good order. He shall likewise deal with the subject of school organization. The Masters shall discuss the various methods which are practised in the subjects which they respectively teach. Numerous opportunities shall be afforded to the Teachers-in-training to witness and to practise teaching, and the Masters shall do what they can to improve each individual student by giving advice, and by discussions of the merits or defects of teaching which the class have witnessed.

School Law.—A compendium of School Law will be prepared under directions of the Minister, which will comprise the Revised Statutes respecting the Education Department, the Public Schools, and the High Schools and Collegiate Institutes; also the General Regulations of the Department with explanatory notes. Allotted portions of this compendium from time to time shall be assigned, and lectures thereon given.

Reading and Elocution.—A course of lessons in this subject will be given by some person specially qualified to teach it.

Music.—A course of instruction in vocal music will be given.

Drawing.—A course of instruction in free-hand and perspective will be given.

Practical Chemistry.—The students will be required to go through a course similar to that in Roscoe's Chemistry Primer.

Practical Botany.—The students will be required to obtain a rudimentary knowledge of vegetable histology by using the microscope.

Drill.—The male students will be required to be able to drill a company.

Calisthenics.—Practice in this subject should be continued.

V.—It shall be the duty of the Principal at the close of each Normal School year, to report to the Chairman of the Central Committee on the fitness of each candidate for a First-class Certificate, and this report shall embrace a statement from each of the regular and special Masters as to the use the student has made of his time. The Central Committee shall, upon a conjunct view of the Principal's report, and of the results of the various examinations, decide to whom Certificates should be awarded.

VI.—*Time Table and Detailed Programme.*—It shall be the duty of the Principal of the Normal School to prepare a Time Table and Programme in detail of the course of Study in each subject, which shall be submitted to the Minister for his approval before the commencement of the Session.

ADAM CROOKS,
Minister of Education.

Education Department (Ontario).
Toronto, 11th June, 1877.

REGULATIONS AS TO THE TRAINING OF SECOND-CLASS TEACHERS IN THE NORMAL SCHOOLS.

Approved by the Lieutenant-Governor in Council, 22nd June, 1877.

I. *Sessions.*—During the academic year of the Normal School, there shall be three sessions for the training of Second-class teachers. The first shall begin about the 15th

of September, and end about the 15th of December; the second shall begin about the 5th of January, and end about the 30th of March; the third shall begin about the 5th of April, and end about the 30th of June.

II. *Number of Students.*—The number of Teachers-in-training in any session at a Normal School, shall not exceed 60; the selection of those who are to attend at the several Normal Schools to be made by the Minister, who will give preference to such candidates as have stood highest at the non-professional examinations.

III. *Subjects of Study.*—The subjects of study in each of the sessions shall be

Education.
Reading and Elocution.
Mental Arithmetic.
Practical Chemistry,
Music and Drawing,
Hygiene,
Domestic Economy (for females),
Drill (for males),
Calisthenics.

IV. *Method of Instruction.*—1. Lectures on School organization and government, and on the theory of Education shall be delivered by the Principal or by any one of the Masters to whom he may delegate this duty.

2. The application of the principles of the theory of Education to each subject of the Public School course, shall be made by the Master in charge of that subject, and he shall practically illustrate his method in each case by actually teaching classes, not only of his own pupils in the Normal Schools, but also of children selected from the Model Schools.

3. The Teachers-in-training shall have numerous opportunities afforded them for observing, under the direction of their Masters, the actual operation of the Model School, and also, as far as possible, of the City Schools.

4. Frequent opportunities shall also be afforded them for practising teaching, but no student shall be required to teach any subject until he has seen a class on that subject handled by a competent Teacher.

5. The students in training shall be required to take notes of the teaching they witness, and part of their exercises shall consist of discussions of the subjects of these notes, under the guidance of one of the Masters of the Normal School.

6. Reading and Elocution, Music, Drawing, Domestic Economy, Drill and Calisthenics will be taught by persons specially qualified to undertake them; Mental Arithmetic, Practical Chemistry and Hygiene, by the regular Normal School Masters. The instruction in Music shall include both teaching of notation and practice in vocal music. While it is not expected that all the Teachers-in-training can be taught to sing accurately, it is believed that every one who attempts to sing, will improve his voice for reading and speaking. Accordingly, no one will be exempted from vocal music. The instruction given in Drill, Calisthenics, and Domestic Economy, shall be sufficient to enable the Teachers-in-training to carry out the Public School Programmes in these subjects. The Drill Instructors shall see to it that every Teacher-in-training, besides learning his drill, shall have practice in drilling others. Every Teacher-in-training shall be required to perform a short series of chemical experiments.

V. *Closing Examinations.*—At the close of each session the Principal shall prepare and forward to the Central Committee a detailed report on the capacity of each Teacher-in-training, which shall likewise embody a statement from each regular and special master as to the use the teacher has made of his time. The Central Committee shall at the same time test the proficiency of the Teachers-in-training by such oral, written, or other examinations as may suit the nature of the subjects of this course, and shall, upon a conjunct view of the Principals' reports and the results of these examinations, determine to whom certificates should be granted.

VI. *Substitutes for Teachers attending the Normal School.*—In order that the positions as Teachers, which may be held by candidates for Second-class certificates who may have

passed the literary and scientific examination prescribed therefor, may be kept open for them until they have completed a course at the Normal School, Public School Inspectors are empowered to authorize any competent persons to act as substitutes. But no such substitute shall be licensed to teach for more than three months; and should any person who has once acted as a substitute desire to act again in the same capacity, a new license will be requisite.

VII. *Payment of the Expenses of Students.*—At the close of each session, the Minister of Education will, upon the receipt of the report of the Central Committee, pay to every successful candidate for a Second-class certificate his actual expenses incurred in travelling from his residence to the Normal School and back again, and the sum of two dollars per week towards reimbursing him for his expenses while in attendance at the Normal School. Teachers-in-training who desire, in the event of success, to obtain this allowance, must, at the close of the session, before leaving the Normal School, fill up and hand to the Principal an application, according to the form provided by the Department.

VIII. *Time Table and Detailed Programme.*—It shall be the duty of the Principal of the Normal School to prepare a Time Table and programme in detail, of the course of study in each subject, which shall be submitted to the Minister for his approval before the commencement of the Session.

NOTE.—In the event of arrangements being made for the delivery of a course of Lectures to First-class Teachers on the Psychological principles underlying the methods of Education, candidates for Second-class certificates attending a Normal School during any Session when such lectures may be delivered, shall attend the course, and be examined thereon.

ADAM CROOKS,
Minister of Education.

Education Department (Ontario),
Toronto, June 11th, 1877.

REGULATIONS AS TO COUNTY MODEL SCHOOLS.

Approved by the Lieutenant-Governor in Council, 22nd June, 1877.

I.—CONDITIONS.

1. A Model School for each County (if necessary), shall be established in the respective County Towns, and in Counties forming part of Unions in the place selected by the Minister. Where there are special grounds, more than one Model School for a County may be established, and in cases where the County Town cannot furnish the requisite educational facilities, the Model School may be placed where such exist.

2. No School shall be made a County Model School unless the following requisites are complied with:

(1) The Head Master must hold a First-class Provincial Certificate; and there must be two Assistants, each holding a Provincial Certificate.

(2) In the case of Union Schools, the Public School classes must be conducted in a separate building from those of the High School, and in practical independence of them; and the preceding regulation as to the certificates to be held by the Teachers, will be understood to have reference to the Teachers in the Public School department of the Union School.

(3.) The School must contain one room for each division, with one additional room.

(4.) It must be provided with such educational appliances as the Minister may require.

3. Temporary arrangements may be made for the performance of the duties of County Model Schools, in the following cases:

(1.) As there are Counties in which it may be impossible to find any Public School at present fulfilling the condition that should be satisfied by the County Model Schools, the Minister may nominate any schools which he thinks fit, to perform temporarily the duties of County Model Schools.

(2.) The schools so nominated shall not, in virtue of such nomination, be, or be called County Model Schools.

(3.) But as soon as any school so nominated, or any other school, shall comply with the requisite conditions, it may be appointed a County Model School.

4. The schools mentioned in Schedule A, annexed, are nominated temporarily for the performance of the duties of County Model Schools, from the 27th of August till the close of the present year, during which period it is expected that such schools will place themselves in a position to fulfil the above requisites, and obtain their respective grants from the County Councils, in order that they may be definitely recognized by the Department at the beginning of the year 1878. The circumstances under which any of such schools may then be unable to comply with the required conditions, will be considered by the Department, with the view of, on proper grounds, continuing for a further period the temporary use of such school as a County Model School.

For the present year the first County Model School term shall begin on the 27th day of August, and end on the 19th day of October; the second shall begin on the 24th day of October, and end on the 19th day of December.

II.—REGULATIONS, INSTRUCTIONS, AND RECOMMENDATIONS FOR THE CONDUCT OF COUNTY MODEL SCHOOLS.

1. The Teachers-in-training shall employ their time during the Session of the Model School according to a time-table, to be drawn up by the Principal. In this time-table provision shall be made, not only for formal instruction in Education and other subjects during at least two hours per diem, but also for the employment of the Teachers-in-training for at least three additional hours daily in observing and practising Teaching. About one hour per diem should be devoted to giving instruction in school Organization, government and methods of teaching, and it is prescribed that this shall be done either before or after school hours. It is recommended that about thirteen hours per term be devoted to teaching Reading and Elocution, about the same time to Mental Arithmetic, about five hours to school Law and regulations, and about four to school Hygiene. The time-table shall be submitted to, and approved by, the Public School Inspector, and a copy of that drawn up for the first session shall be transmitted to the Department, before the session is half over.

2. *Education*.—During about three hours in every school day the Teachers-in-training shall be occupied in observing the methods of teaching employed in the Model School, or in other schools, if there are any conveniently situated for the purpose, and in making notes thereon, or in actual teaching. They shall not, however, be required to teach a class in any subject until the proper method of dealing with that subject has been explained, and a class taught by some experienced teacher in illustration of the explanations. The hour which is to be devoted daily to the subject of education by the Principal, may be occupied either with lectures or criticisms on the notes made, or on the teaching done by the Teachers-in-training, or with examinations to test their progress. It is expected that the Principal will see to it that every intending teacher placed under his charge becomes acquainted with one good method of teaching each subject from the beginning of the programme to the end of the fourth class. As, moreover, it is exceedingly important that they should thoroughly understand how to begin teaching each subject, the time-table and the course of instruction should be so arranged that they may have ample opportunities for acquiring a theoretical and practical knowledge of the best methods of instructing junior classes.

3. *Reading and Elocution*.—As many candidates for certificates pronounce and read very badly, considerable attention should be paid to these subjects in the Model Schools. Though the Principal cannot be expected to effect a very great improvement in the candidates, during the short time at his disposal, it is hoped that he might do good by giving valuable hints, by directing attention to defects, and by instilling correct fundamental notions on elocution.

4. *Mental Arithmetic*.—It is likewise considered advisable that the Teachers-in-training should have some practice in this subject, on account of its value as a preparation for teaching Arithmetic.

5. *The School Law and Regulations*.—A few lectures should be given on those parts of the School Law and Regulations which relate to the duties of teachers. Attention should be particularly directed to those points of which a knowledge is likely to prove of immediate practical value to beginners.

6. *Hygiene*.—A few lectures on this subject should be given, in order that attention may be directed to the importance of ventilation, cleanliness, etc., as bearing upon the health and comfort of a school.

7. *Etiquette and Good Manners*.—The Principal should, both by example and precept, inculcate politeness. He should likewise direct the attention of the Teachers-in-training to the importance of cultivating the manners of the pupils placed under their charge.

8. *Register*.—It shall be the duty of the Principal to keep a register in such form as the Minister may prescribe, which shall show the weekly progress of each teacher-in-training.

9. *Report—Examination—Certificates*.—He shall report to the County Board of Examiners, at the close of the session, on the fitness of each candidate, according to a form to be provided by the Department. The Teachers-in-training shall be subjected to oral and written examination at the end of the session by the County Board of Examiners, who shall, upon a conjunct view of the Principal's report and the results of their examinations, decide to whom certificates shall be awarded. No candidate who habitually speaks ungrammatically, or mispronounces ordinary words, or is extremely defective in any important subject, or is slovenly in his dress, or ill-mannered, or is devoid of aptitude for teaching, or is unqualified for any other reason, should receive a certificate.

SCHEDULE A, BEING PUBLIC SCHOOLS IN THE RESPECTIVE PLACES MENTIONED WHICH ARE PROPOSED AS COUNTY MODEL SCHOOLS FOR THE RESPECTIVE COUNTIES OR RIDINGS MENTIONED IN COLUMN NO. 1, AND WHICH ARE TO BE TEMPORARILY USED AS COUNTY MODEL SCHOOLS, AS MENTIONED IN THE FOREGOING REGULATIONS.

COUNTY OR RIDING.	PLACE.	SCHOOL.
Essex.....	Windsor.....	Public School.
Kent.....	Chatham.....	Central School.
Lambton.....	Sarnia.....	Public School.
Elgin.....	St. Thomas.....	Public School.
Middlesex, E.....	London.....	Central School.
“ W.....	Strathroy.....	Public School.
Huron, N.....	Clinton.....	“
“ S.....	Goderich.....	“
Bruce, E.....	Walkerton.....	“
“ W.....	Kincardine.....	“
Grey, N.....	Owen Sound.....	“
“ S.....	Durham.....	“
Wellington, S.....	Guelph.....	“
“ N.....	Mount Forest.....	“
Perth.....	Stratford.....	“
Waterloo, S.....	Galt.....	“
“ N.....	Berlin.....	“
Oxford.....	Woodstock.....	“
Brant.....	Brantford.....	“
Norfolk.....	Simcoe.....	“
Haldimand.....	Caledonia.....	“
Welland.....	Welland.....	“
Lincoln.....	St. Catharines.....	“
Wentworth.....	Hamilton.....	“
Halton.....	Milton.....	“
Peel.....	Brampton.....	“
York.....	Toronto.....	“
	Newmarket.....	“

COUNTY OR RIDING.	PLACE.	SCHOOL.
Simcoe, N	Barrie	Public School.
“ S	Bradford	“
Ontario	Whitby	“
Durham	Port Hope	“
Victoria	Lindsay	“
Northumberland	Cobourg	“
Peterborough	Peterborough	“
Prince Edward	Pictou	“
Hastings	Belleville	“
	Madoc	“
	Newburgh	“
Lennox and Addington	Napanee	“
Frontenac	Kingston	“
Renfrew	Pembroke	“
Lanark	Perth	“
Leeds	Brockville	“
	Prescott	“
Carleton	Ottawa	“
Dundas	Morrisburg	“
Stormont	Cornwall	“
Prescott and Russell	Vankleek Hill	“
Glenarry	Martintown	“

ADAM CROOKS,
Minister.

Education Department,
June 11th, 1877.

REGULATIONS RESPECTING “TEACHERS’ ASSOCIATIONS.”

Approved by His Honour the Lieutenant-Governor in Council the 22nd day of June, 1877.

The following Regulations shall apply to, and govern “Teachers’ Associations :”

1. In each County or Inspectoral Division a Teachers’ Association shall be formed, the object of which shall be to read papers and discuss matters having a practical bearing on the daily work of the School room.

2. *Officers.*—The officers of the Association shall be a President, Vice-President, and Secretary-Treasurer. There shall also be a Management Committee of five. The Officers of the Association and the Management Committee shall be elected annually.

3. *Meetings.*—The Association shall meet once during each half year, and shall continue in session two days, which shall be deemed as visiting days. The time and place of the first meeting shall be fixed by the Inspector. Subsequent meetings shall be held on such days and at such places as the Association may determine.

4. *Sessions.*—The sessions on the first day shall be from 9 a.m. to 12 m., and from 2 p.m. to 5 p.m. On the second day from 9 a.m. to 12 m., and from 2 p.m. to 4 p.m.

5. *Programme.*—The subjects for discussion and order of business shall be determined by the Management Committee and officers of the Association ; and all Teachers in the County or Inspectoral Division shall be notified of the subjects at least one month before each meeting. The work of the Association shall be as practical as possible ; and at every meeting illustrative teaching of classes should form a prominent part of the proceedings. All questions and discussions foreign to the Teacher’s work should be avoided. The programme for the first meeting of the Association shall be drawn up by the Inspector, and by such Teachers as he may call to his assistance, of which notice shall be given as above.

6. It is recommended that a public lecture be delivered by the Inspector or some other suitable person on the evening of the first days meeting.

7. In case one or more persons should be appointed by the Department for the purpose of more fully enabling the Associations to accomplish the purposes for which they are established, such persons shall report upon the efficiency of each Association with the view of its being entitled to receive from the Department and County Corporations the appropriations authorized by the Legislature, and in the meantime, such report shall be made by the Inspector.

8. In case the Inspector, from time to time, reports to the Department the continued efficiency of the Association, the Association will then, and not otherwise, be entitled to receive the said Legislative and County appropriations.

(Signed)

ADAM CROOKS,
Minister of Education.

Education Department, Ontario.
Toronto, 11th June, 1877.

GENERAL REGULATIONS WITH RESPECT TO AUTHORIZED TEXT BOOKS IN THE PUBLIC SCHOOLS.

Approved by the Lieutenant-Governor in Council.

1. From and after the 18th day of August next, the several text-books, hereinafter mentioned, shall constitute the only authorized text-books for use in the Public Schools in the respective subjects appearing in the Schedule A. annexed.

2. In order to secure the proper quality, and cheapness in price, of the several text books so authorized, a sample copy of each published in Canada, shall be filed in the Department, and the retail price of the several books shall not exceed the price appearing in column 4 of the said Schedule A, and as to such books as to are published in England or elsewhere, the edition shall be that appearing in the said Schedule.

3. The editions of authorized text-books which are published in England, as mentioned in said Schedule, and whether copyrighted or not, are authorized for use in the Public Schools, when sold at a retail price not exceeding the price in cents also mentioned in the said Schedule.

4. In order that Trustees, Inspectors and others, may readily ascertain that the text-books in use are duly authorized, each publisher or bookseller is required to stamp each volume on the title-page to the effect that the book is authorized by the Department, and the retail price thereof. Any volume of a book otherwise authorized shall not be deemed to be duly authorized if such stamp is omitted therefrom.

5. Where a text book heretofore authorized on any of the subjects mentioned in the Schedule has already been introduced into a School, and is in use, the Teacher shall not substitute therefor any other authorized text-book, unless and until he shall have obtained the sanction of the Trustees and the Public School Inspector to such change.

6. The Department may, from time to time, recommend such books as may be aids to Teachers for study or reference by them, and it is not required that such should be authorized so long as they are not used as text books by the pupils in the Schools. The books appearing in Schedule B. annexed, are now recommended for use or reference by Teachers, and it is expected the retail price of books as recommended, will not exceed the price placed thereon in said Schedule B.

7. The Department reserves the right to remove from the list any book authorized or recommended, in respect of which the publisher or bookseller fails to observe any of the conditions prescribed by these regulations.

8. The use in the Public Schools of editions printed or published in the United States, of English or Canadian works hereby authorized, is prohibited, and such reprints shall in no sense be considered as authorized by the regulations.

9. In cases in which the copyright of the School text-books is in the Department, or the late Chief Superintendent on behalf of the late Council of Public Instruction, publishers and printers in the Province of Ontario may, upon application to the Department, obtain permission to print and publish editions of such work. Any such edition shall, in its binding, typography, paper, and other qualities, be equal at least to the Standard

copy of the Department, and the retail price thereof shall not exceed that placed thereon in the said Schedule A, and before permission to print or publish such edition is given, the publisher shall give security, himself in \$2,000, and two sureties to be approved by the Minister, at \$1,000 each, to secure that such edition when completed, shall be, including each separate copy, in accordance with the requirements of this regulation.

ADAMS CROOKS,

Minister of Education.

Education Department, July 11th, 1877.

SCHEDULE "A." BEING AUTHORIZED TEXT BOOKS.

NAME OF BOOK.	WHERE COPY-RIGHTED.	BY WHOM.	MAXIM'M PRICE (Retail),
ENGLISH.			
Canadian National Series of Reading Books.....	Canada	Education Department.....	
Lewis's How to Read	Canada	A. Miller & Co.....	75c.
English Grammar (Primer), by Rev. R. Morris	Canada	Campbell & Son	25c.
	England	McMillan	
Mason's English Grammar	Canada	A. Miller & Co.....	75c.
	England	Bell & Sons	
Fleming's Analysis of the English Language.....	Canada	A. Miller & Co	\$1.
	England	Longmans	
*Miller's Analytical and Practical English Grammar	Canada	Education Department..	
*English Grammar for Junior Classes, by Rev. W. H. Davies, D.D.	Canada	Education Department..	
MATHEMATICS.			
Advanced Arithmetic for Canadian Schools, by Barnard Smith, M.A., and Archibald McMurchy, M.A.	Canada	Education Department..	
Elementary Arithmetic for Canadian Schools, by Barnard Smith, M.A., and Archibald McMurchy, M.A.	Canada	Education Department..	
+Hamblin Smith's Arithmetic.....	Canada	A. Miller & Co.....	\$1.
	England	Rivingtons	
Orr's Dominion Accountant	Canada	Barber & Ellis	40c.
Beatty & Clare's Book-keeping.....	Canada	A. Miller & Co.....	70c.
	Canada	A. Miller & Co.....	90c.
Hamblin Smith's Elementary Algebra	England	Rivingtons	
	Canada	Copp, Clark & Co	40c.
Loudon's Algebra for Beginners.....	England	Collins	
Loudon's Elements of Algebra	Canada	Copp, Clark & Co	75c.
	England	Macmillan	
Todhunter's Algebra for Beginners...	Canada	Copp, Clark & Co.....	60c.
	Canada	Copp, Clark & Co.....	90c.
Todhunter's Elementary Geometry...	England	Macmillan	
	Canada	A. Miller & Co	75c.
Pott's Geometry	England	Longmans	
Hamblin Smith's Euclid	Canada	A. Miller & Co.....	90c.
GEOGRAPHY AND HISTORY.			
†Lovell's General Geography.....	Canada	Education Department..	
†Easy Lessons in General Geography	Canada	Education Department..	
Campbell's Geography	Canada	Campbell & Son	75c.
\$Calkin's School Geography of the World.....	Canada	A. & W. McKinlay	\$1.50.
Calkin's Introductory Geography	Canada	A. & W. McKinlay	
Freeman's European History	England	Macmillan	90c.
History of England, by Edith Thompson	England	Macmillan	65c.
||Outlines of General History, by Collier	England		
||Great Events of History, by Collier.	England		
||History of Canada and of other British Provinces of North America	Canada		
*Collier's School History of the British Empire.	England		

SCHEDULE "A." BEING AUTHORIZED TEXT-BOOKS.—*Continued.*

NAME OF BOOK.	WHERE COPY- RIGHTED.	BY WHOM.	MAXIM'M PRICE (Retail).
PHYSICAL SCIENCE.			
How Plants Grow, by Asa Gray, M.D.	United States	Ivison Blakeman	\$1.
Oliver's Lessons in Elementary Botany	England.....	Macmillan	\$1.20.
Chemistry (Science Primer), by H. E. Roscoe.	{ Canada	Campbell & Son	25c.
	{ England.....	Macmillan	
First Lessons in Agriculture, by the Rev. Dr. Ryerson	Canada	E. Ryerson	50c.
Physical Geography (Science Primer), by A. Geikie, LL.D.	{ Canada	Campbell & Son	25c.
	{ England.....	Macmillan	
Introductory Text Book of Physical Geography, by David Page, F.R.S.E. for Advanced Classes).....	Great Britain	W. Blackwood.....	65c.
NATURAL PHILOSOPHY.			
Elementary Statics, by J. Hamblin Smith, M.A.	{ Canada	A. Miller & Co.	80c.
	{ England.....	Rivingtons	75c.
Elementary Hydrostatics, by J. Hamblin Smith, M.A.	{ Canada	A. Miller & Co.	75c.
	{ England.....	Rivingtons	90c.
Magnus's First Lessons in Mechanics.	England.....	Longmans	\$1.
Kirkland's Elementary Statics.....	Canada	A. Miller & Co.....	
Scripture Lessons, Old and New Testament (National) .....	.....	.....	.....

* The authorization to continue till the end of the year 1878.

+ Conditional on being adapted to Canadian Schools, and being brought up to the present time.

† The authorization of the present edition to continue till the end of the year 1878.

§ Conditional on being adapted to Schools in Ontario.

|| The authorization to continue till the end of the year 1877.

SCHEDULE "B." BEING BOOKS RECOMMENDED FOR TEACHERS' USE.

NAME OF BOOK.	WHERE COPY- RIGHTED.	BY WHOM.	PRICE (RETAIL.) See Page 110.
Abbott's How to Parse.....	Canada	Campbell & Son	\$1.
Swinton's Language Lessons .....	.....	.....	25c.
Swinton's Progressive Grammar.....	.....	.....	60c.
Greene's Short History of the English People .....	.....	.....	.....
Elementary Physiology by Professor Huxley .....	.....	.....	\$1.30.
Health in the House, by Catherine M. Buckton .....	.....	.....	50c.
Goodeve's Principles of Mechanics .....	.....	.....	\$1.
Twisden's Elementary Principles of Mechanics	England.....	Longmans.....	\$2.25.
Series of Drawing Lessons by Walter M. Smith	Boston	L. Prang & Co.....	.....
Primary Manual .....	.....	{ .....	\$1.25.
Intermediate Manual .....	.....	{ .....	25c.
Drawing Books (advanced) .....	.....	.....	15c.
Drawing Books (intermediate) .....	.....	.....	.....

NOTE.—For rates at which these books are supplied from the Depository of the Education Department, see Separate Sheet.

REGULATIONS RESPECTING AUTHORIZED TEXT BOOKS IN HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Approved by the Lieutenant-Governor in Council, the 22nd day of June, 1877.

1. On and after the 1st day of September, 1877, the several books set forth in the accompanying Schedule shall be the only authorized Text Books for use in the High Schools and Collegiate Institutes in the respective subjects mentioned.

2. Where there is more than one book authorized on any subject, the High School Boards may make their selection.

3. No particular editions of the Text Books are prescribed, but such editions as the following will be found generally suitable, Catena Classicorum, White's Grammar School Texts, Longmans', Rivington's and Collins's series of English Classics; also the London series of French Classics (Longmans'), White's Latin Dictionaries, Dr. Smith's do.

ADAM CROOKS,

Minister of Education.

SCHEDULE.

Being List of authorized Text Books for use in High Schools and Collegiate Institutes.

I.—ENGLISH.

The Fifth Reader, Canadian National series (authorized edition).

The Spelling Book, a Companion to the Readers.

The Dominion Elocutionist, by Richard Lewis.

Bell's Standard Elocutionist.

History of English Literature, by W. Spalding, M.A.

Craik's English Literature and Language.

Mason's English Grammar.

Fleming's Analysis of the English Language.

Angus's Hand-book of the English Tongue.

Bain's Rhetoric and Composition.

Chambers's Etymological English Dictionary.

Morris's English Grammar Primer.

II.—ANCIENT LANGUAGES.

A. Latin.

Arnold's First and Second Latin Books, English Editions, or, revised and corrected by J. A. Spencer, D.D.

Dr. William Smith's Principia Latina, I., II., III., IV.

Bryce's series of Latin Readers.

Dr. William Smith's Small Grammar of the Latin Language.

Harkness's Latin Grammar.

Arnold's Latin Prose Composition.

Latin Composition by means of the English Idiom, by E. A. Abbot.

Materials and Models for Latin Prose Composition, by J. Y. Sargent and T. F. Dallin.

For advanced work the Latin Grammar of Madvig, or Kennedy may be consulted.

B. Greek.

Dr. William Smith's Initia Græca.

A smaller Grammar of the Greek Language, abridged from the larger Grammar of Dr. George Curtius.

Farrar's or Clyde's Greek Syntax.

Harkness's First Greek Book.
 Arnold's Greek Prose Composition.
 Liddell and Scott's Greek—English Lexicons.

III.—MODERN LANGUAGES.

A. French.

De Fiva's Grammaire des Grammaires.
 " Elementary French Reader.
 Hachette's First French Reader.
 Contanseau's Guide to French Translation.
 Haas's Introduction to the French Language.
 Surenne's French Dictionary.
 Contanseau's Practical Dictionary.
 Collot's Conversations.
 Hachette's French Dialogues.

B. German.

Ahn's Grammar.
 Otto's Grammar.
 Adler's Reader.
 Hachette's German Dialogues.

IV.—MATHEMATICS.

Advanced Arithmetic for Canadian Schools, by Smith and McMurchy.
 Hamblin Smith's Arithmetic.
 National Mensuration.
 Elementary Arithmetic for Canadian Schools, by Smith and McMurchy.
 Elements of Algebra, by Loudon, Todhunter, or Hamblin Smith. For advanced pupils, Gross's or Colenso's Algebra (new edition).
 Euclid's Elements of Geometry.
 Kirkland's Statics.
 Elementary Statics, by J. Hamblin Smith, M.A.
 Elementary Hydrostatics, by J. Hamblin Smith, M.A.
 Magnus's Lessons in Elementary Mechanics.
 Twisden's Principles of Mechanics.
 Wormell's Principles of Dynamics.
 Newth's Elementary Course of Natural Philosophy.

V.—HISTORY, GEOGRAPHY, AND ANTIQUITIES.

Longmans' Epochs of Ancient History.
 Longmans' Epochs of English History.
 Edith Thompson's English History.
 Green's History of the English People.
 Smith's Smaller History of Greece.
 Schmitz's History of Greece.
 Smith's Smaller History of Rome.
 Schmitz's History of Rome.
 Cox's History of Greece.
 Liddell's History of Rome.
 First steps in Classical Geography, by Prof. Pillans.
 Dr. William Smith's Classical Dictionary of Biography, Mythology, and Geography.
 Dr. William Smith's Dictionary of Greek and Roman Antiquities.
 Schmitz's Ancient Atlas.
 Butler's Junior Ancient Atlas.
 Butler's Public Schools Atlas of Modern Geography.
 The Books on Modern Geography authorized for Public Schools.

VI.—PHYSICAL SCIENCE.

How Plants Grow, by Asa Gray, M.D.
 Oliver's Elementary Botany.
 Chemistry, by H. E. Roscoe (Science Primers).
 Lessons in Elementary Chemistry, by Professor H. E. Roscoe.
 Howard's Practical Chemistry.
 Tilden's Introduction to Chemical Philosophy.
 Thorp and Muir's Qualitative Chemical Analysis.
 Miller's Inorganic Chemistry.
 Lessons in Elementary Physics, by Prof. Balfour Stewart.
 Outlines of Natural History, by Prof. H. A. Nicholson.
 Physiology (Science Primers), by Prof. M. Foster, M.A.
 Lessons in Elementary Physiology, by Prof. Huxley.
 Physical Geography, by A. Geikie, LL.D. (Science Primers).
 Geology, by Archibald Geikie, LL.D.
 Introductory Text Book of Physical Geography, by David Page, F.R.S.E.

VII.—MISCELLANEOUS.

First Lessons in Agriculture, by Rev. Dr. Ryerson.
 Health in the House, by Catharine M. Buckton.
 Book-keeping, by Beatty and Clare.
 The Dominion Accountant, by W. R. Orr.
 The Modern Gymnast, by Charles Spencer.
 Manual of Vocal Music, by John Hullah.
 Walter Smith's Drawing Series and Manuals.

NOTE.—All books authorized for use in the Public Schools, are likewise authorized for use in the High Schools.

REGULATIONS RESPECTING THE AUTHORIZATION OF LIBRARY AND PRIZE BOOKS.

Approved by the Lieutenant Governor in Council, 22nd June, 1877.

1. All books intended for Library or Prize Books, whether from the Depository or Booksellers, shall be submitted to the Central Committee for examination, and such books only as shall be approved of by them for Library or Prize Books shall be authorized.

2. The Central Committee shall meet, for examining books submitted, three times a year, viz., in January, April and October; or, should any other season be found more suitable, then, at such other times, as the Minister may direct.

3. The Committee will not, in future, recommend for sanction any books which have merely the negative merit of being free from what is morally objectionable; but they will satisfy themselves, as far as possible, that the books which they recommend are positively good; that they are such books, in fact, as it is desirable that school children and their parents and the community at large should have. The Department is laid under the responsibility of not encouraging the reading of all books morally unobjectionable, but should discriminate in favour of the better class of books.

4. In determining whether any book submitted for approval has sufficient merit to warrant the Committee in recommending it, there will be little difficulty in the following subjects, viz.: In Science, Mental and Physical; in Geography and History, in Criticism, in Poetry, in Theology and Religion. In case of works that give information of any kind, the Committee will readily decide what works are, and what works are not, suitable for prizes or for libraries. But as a very large portion of the prose Fiction published is trash, the Committee will not recommend any novel, or other fictitious narrative, unless it possesses decided merit.

5. The members of the Central Committee are not expected to peruse every volume

submitted, but only to gain such an acquaintance with the works on which they pass judgment as to be able to decide whether they deserve to be authorized.

6. Each member of the Central Committee is constituted a sub-Committee for the purpose of examining books ; his report to be accepted, rejected, or amended by the Committee. Each sub-Committee shall submit in a special return the works of fiction which he proposes to recommend for authorization.

7. Due notice of the dates of the meetings of the Committee for the examination of Library and Prize Books shall be published for the information of publishers, booksellers and others, and no book shall be examined at any meeting unless it has been received before the meeting begins.

8. Publishers, Booksellers and others are required to take notice that the above Regulations as to the nature and quality of the books to be authorized will be rigidly enforced.

XIII.—APPOINTMENT OF THE HONOURABLE ARTHUR STURGIS HARDY AS ACTING MINISTER OF EDUCATION.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 22nd day of June, A.D. 1877.

The Committee of Council advise that as the Honourable Adam Crooks purposes to be absent from the Province on a visit to Great Britain, the powers and duties belonging to the office of Minister of Education be assigned and transferred, during the period of such absence, to the Honourable Arthur Sturgis Hardy, under the provisions of 39th Victoria, cap. 16, sec. 2.

Certified.

(Signed) J. LONSDALE CAPREOL,
Assist. Clerk, Executive Council, Ontario.

22nd June, 1877.

XIV.—IN RE JAMES RYAN—GRATUITY.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 31st day of May, A.D. 1877.

Upon the recommendation of the Honourable the Minister of Education, the Committee of Council advise that the sum of three hundred dollars be paid to the wife and children of the late James Ryan, messenger and caretaker of the Education Department and that for this purpose a warrant for the said sum be issued.

Certified.

(Signed) J. G. SCOTT,
Clerk, Executive Council, Ontario.

27th June, 1877.

XV.—YORKVILLE SUBSTITUTED FOR TORONTO AS LOCALITY FOR MODEL SCHOOL.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 12th day of July A. D., 1877.

Upon the recommendation of the Honourable Mr. Hardy, Acting Minister of Education, the Committee of Council advise that Yorkville be substituted as the Model School for South York in lieu of Toronto.

Certified.

(Signed) J. G. SCOTT,
Clerk, Executive Council, Ontario.

12th July, 1877.

XVI.—APPOINTMENT OF SUB-EXAMINERS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 12th day of July, A. D. 1877.

Upon the recommendation of the Honourable Arthur Sturgis Hardy, Acting Minister of Education, the Committee of Council advise that the following gentlemen be appointed Sub-Examiners under the Committee for Second-Class Teachers and for Intermediate Certificates, namely, the following Public School Inspectors: A. Campbell, S. P. Davis, J. Dearness, M. J. Kelly, C. Moses, J. J. Wadsworth and Messrs. C. Clarkson, B. A., W. Scott, B. A., and that the following gentlemen be appointed substitutes, should any of the above be prevented from acting, namely, Adam Johnston, B. A., Classical Gold Medallist, J. E. Wetterell, B. A., Prince of Wales Prizeman, Dr. Evans of Trinity College, J. L. Davison, Provincial Gold Medallist, Model School, Toronto.

Certified.

(Signed)

J. G. SCOTT,
Clerk, Executive Council, Ontario.

XVII.—CHANGES IN LATIN AND ENGLISH FOR DECEMBER INTERMEDIATE EXAMINATION.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 12th day of July, A. D. 1877.

The Committee of Council have had under consideration the annexed report of the Honourable Mr. Hardy, Acting Minister of Education, with reference to certain changes to be made in the portions of Latin and of English Literature to be read for the December Intermediate Examination, and advise that the same be acted upon.

Certified.

(Signed)

J. G. SCOTT,
Clerk, Executive Council, Ontario.

12th July, 1877.

The undersigned respectively begs to report for the consideration of His Honour the Lieutenant-Governor in Council the following respecting the Education Department, that is to say:—

The Central Committee of Examiners recommend, in view of the revised curriculum of the University, that the following changes be made in the portions of Latin and of English Literature to be read for the December Intermediate Examination: (a) Latin, for Cæsar Book V. substitute Cæsar Bellum Britannicum, being Book IV. chapters 20-38 and Book V. chapters 1-23. (b) English Literature, for Gray's Elegy, substitute Goldsmith's Deserted Village. The other subjects to remain as before, viz. Virgil, Æneid, Book II., lines 1-300, and Scott's Lady of the Lake.

The undersigned would respectfully recommend that an Order in Council be passed, to give effect to the above modifications.

(Signed)

Respectfully submitted,
ARTHUR S. HARDY,
pro Minister of Education.

Education Department,
Toronto,

1877.

XVIII.—BOOKS SANCTIONED FOR SCHOOL LIBRARIES AND PRIZES.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 12th day of July, A.D. 1877.

Upon the recommendation of the Honourable Mr. Hardy, Acting Minister of Education, the Committee of Council advise that the accompanying list of books for Libraries and Prizes be sanctioned by your Honour.

Certified.

(Signed)

J. G. SCOTT,

Clerk, Executive Council, Ontario.

12th July, 1877.

Lists are published in Official Catalogue.

XIX.—SURRENDER OF LANDS BY THE BOARD OF EDUCATION AND THE HIGH SCHOOL, CITY OF LONDON.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 26th day of July, A.D. 1877.

Upon the recommendation of the Honourable Mr. Hardy, Acting Minister of Education, the Committee of Council advise that the accompanying surrender by the Board of Education, of the City of London, and the High School Board of the City of London, to Her Majesty, of the lands therein mentioned, be accepted by your Honour, and that the said surrender be enrolled in the office of the Provincial Registrar.

The Committee further advise that the lands in the said surrender mentioned, be sold, and the proceeds applied for High School purposes, under the authority of 37 Victoria, cap. 27, sections 88-94.

Certified.

(Signed)

J. G. SCOTT,

Clerk, Executive Council, Ontario.

26th July, 1877.

XX.—ARRANGEMENTS WITH PUBLISHERS OF CANADA SCHOOL JOURNAL.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 28th day of July, A.D. 1877.

The Committee of Council have had under consideration the annexed report of the Honourable Mr. Hardy, Acting Minister of Education, with reference to certain arrangements proposed to be made with the publishers of the *Canada School Journal*, and advise that the recommendation therein contained be acted upon.

Certified.

(Signed)

J. LONSDALE CAPREOL,

Assist. Clerk, Executive Council, Ontario.

30th July, 1877.

The undersigned respectfully begs to report to His Honour the Lieutenant-Governor in Council, respecting the Education Department, as follows :—

The publication of the *Canada School Journal*, by Messrs. Adam Miller & Co., with an additional staff, and of contributors composed of many who take the lead in Educational work in the Province, has brought under consideration the question of the continuance of the *Journal of Education*. In a former report to your Honour in Council on this subject, the Minister recommended the continuance of the publication of the *Journal*, in order

to supply information as to the actions of the Department to Inspectors, Trustees, Teachers and others, which information required a special Journal for the purpose.

Now that such a Journal does exist, in the *Canada School Journal*, whose success should be aided by the Department, and not imperilled by the competition of the *Journal of Education*, circulated gratuitously, the undersigned respectfully recommends, that the arrangements proposed to be made by the undersigned with the publishers, be approved of by your Honour in Council, such arrangements being that the publishers shall be paid fifty dollars per month, and that in consideration of this sum, should furnish the Department with two hundred copies of the Journal for distribution to inspectors and others, as also such space as the Department may from time to time require for the publication of Departmental matter, and that such arrangement be revocable at the pleasure of the Government.

Respectfully submitted,

(Signed)

ARTHUR S. HARDY,
Pro Minister of Education.

Education Department, Ontario,
Toronto, 19th July, 1877.

XXI.—HIGH SCHOOL PROGRAMME AND INTERMEDIATE REGULATIONS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 24th day of September. A.D. 1877.

Upon the recommendation of the Honourable the Minister of Education the Committee of Council advise that the Annexed Programme for High Schools and Intermediate Examinations for December, 1877, marked A., and also the subjects in History and English Literature for First-Class candidates marked C. be approved of by Your Honour.

Certified.

(Signed)

J. G. SCOTT,
Clerk, Executive Council, Ontario.

This Programme was amended on 13th November. See XXIV.

EXAMINATIONS OF DECEMBER, 1877 AND JULY, 1878.

Works prescribed in History and Literature.

1.—FIRST-CLASS CERTIFICATES.

Examination in History, July, 1878.

General History.—Freeman, Chapters 1-5 inclusive.

Ancient History.—Special and more detailed study of a particular period:—History of Rome from the end of the Second Punic War to the death of Augustus. (Schmitz's *Ancient History*, Book III., or Liddell's *History of Rome* may be consulted.)

Modern History.—Special and more detailed study of a particular period: History of England; The Stuart Period. (Greene's *Short History of the English People*, Douglas Hamilton's *Constitutional History* and Macaulay's *History*, may be consulted.)

English Literature for the First-class Examinations, July 1878.

Shakespeare.—Macbeth.

Bacon.—Ten Essays :—(ii.) of Death.

(xii.) of Boldness.

(xiv.) of Nobility,

(xxi.) of Delay.

(xxvii.) of Friendship.

(xxxi.) of Suspicion.

(xxxviii.) of Nature in Men.

(xlii.) of Youth and Age.

(lii.) of Ceremonies and Respects.

(lviii.) of the Vicissitudes of Things.

Goldsmith—"The Traveller" and "The Deserted Village."

Macaulay.—The Essays on Boswell's Life of Johnson and on Moore's Life of Lord Byron.

II.—SECOND-CLASS CERTIFICATES.

The works prescribed for the Examination in English Literature for Second Class Certificates in December, 1877, are :—Goldsmith's "Deserted Village," and Sir Walter Scott's "Lady of the Lake." Candidates will be expected to show that they have read the whole of the latter poem ; but the questions set will be based mainly on Cantos iii. and iv.

For the July Examination, 1878, Goldsmith's "Traveller" and "Deserted Village" have been prescribed.

In History, the questions set for Second Class Certificates will be confined to the Leading Events of English and Canadian History, also of Roman History to the end of the Second Punic War.

III.—THIRD-CLASS CERTIFICATES.

The paper on English Literature to be set for candidates for Third Class Certificates in 1878 will be based on one or more of the following lessons in the Fifth Reader.

Page 123. The Cloud—*Shelley*.

140. The Origin of the English Nation—*Macaulay*.

192. Execution of Mary Queen of Scots—*Robertson*.

198. Character of Elizabeth—*Hume*.

207. The Battle of Naseby—*Thorne*.

213. Cromwell's Expulsion of the Parliament—*Lingard*.

276. The Battle of Waterloo—*Byron*.

278. Death of George III—*Thackeray*.

276. The Academy of Lagado—*Swift*.

411. History in Words—*Trench*.

417. Letter to the Earl of Chesterfield—*Johnson*.

418. Letter to the Duke of Bedford—*Junius*.

421. Chaucer and Cowley—*Dryden*.

422. Dryden and Pope—*Johnson*.

460. Music by Moonlight—*Shakespeare*.

476. From "Julius Cæsar"—Do.

480. Trial Scene from the Merchant of Venice—*Shakespeare*.

484. From "King Richard II"—*Shakespeare*.

485. From "King Richard III"—Do.

487. From "King Henry VIII"—Do.

488. Hamlet's Soliloquy on Death—Do.

Education Department,
Toronto, 24th September, 1877.

XXII.—ESTABLISHMENT OF A COUNTY MODEL SCHOOL IN THE VILLAGE OF RENFREW.

Copy of an Order in Council, approved by His Honour the Lieutenant-Governor, the 25th day of October. A. D. 1877.

Upon the consideration of the report of the Honourable the Minister of Education, dated the 17th day of October, 1877, the Committee of Council advise that the establishment of a County Model School for the County of Renfrew, in the Village of Renfrew, be sanctioned.

Certified.

(Signed) J. LONSDALE CAPREOL,
27th October, 1877. *Assistant Clerk, Executive Council, Ont.*

XXIII.—PAYMENT OF SUB-COMMITTEE FOR VISITING AND INSPECTING MODEL SCHOOLS.

Copy of an Order in Council, approved by His Honour the Lieutenant-Governor, the 13th day of November, A.D. 1877.

Upon the recommendation of the Honourable the Minister of Education, the Committee of Council advise that the time and expenses of the Members of the sub-Committee of the Central Committee, for visiting and inspecting the Model Schools, be allowed for and paid by the Education Department, out of the Legislative appropriation for "unforeseen and unprovided expenses."

Certified.

(Signed) J. G. SCOTT,
14th November, 1877. *Clerk, Executive Council, Ont.*

XXIV.—AMENDED HIGH SCHOOL PROGRAMME AND INTERMEDIATE EXAMINATIONS.

Copy of an Order in Council, approved by His Honour the Lieutenant-Governor, the 13th day of November, A. D. 1877.

Upon the recommendation of the Honourable the Minister of Education, the Committee of Council advise that the regulations of the Department respecting the High School programme and intermediate examinations be amended in the particulars in the accompanying form, and that the same be approved of by Your Honour.

Certified.

(Signed) J. G. SCOTT,
14th November, 1877. *Clerk, Executive Council, Ont.*

THE HIGH SCHOOL PROGRAMME AND THE REGULATIONS FOR INTERMEDIATE EXAMINATIONS.

AMENDED PROGRAMME.

N.B.—Instead of a fixed amount of work for each Form, the Department prescribes the subjects of study, and the amount to be done in each subject in the Lower School and in the Upper School respectively; leaving it to the local authorities to decide (subject to the approval of the High School Inspectors) according to the varying circumstances of the Schools, the order in which the subjects shall be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once.

 LOWER SCHOOL.

Group A.—English Language.—Review of Elementary Work ; Orthography, Etymology, and Syntax ; Derivation of Words ; Analysis of Sentences ; Rendering of Poetry into Prose ; Critical Reading of portions of the Works of Authors of the Eighteenth and Nineteenth Centuries, to be prescribed from time to time by the Education Department* ; Composition,—the Framing of Sentences ; Familiar and Business Letters ; Abstracts of Readings or Lectures ; Themes ; generally, the Formation of a good English Style ; Reading, Dictation and Elocution, including the learning by heart and recitation of selected passages from Standard Authors.

Group B.—Mathematics (a)—Arithmetic, Simple and Compound Rules ; Vulgar and Decimal Fractions ; Proportion ; Per-centage in its various applications ; Square Root.

(b) Algebra—Elementary Rules ; Factoring ; Greatest Common Measure ; Least Common Multiple ; Square Root ; Fractions ; Surds ; Simple Equations of one, two and three unknown quantities ; Easy Quadratics.

(c) Geometry—Euclid, Books I. and II. with easy exercises ; Application of Geometry to the Mensuration of Surfaces.

(d) Natural Philosophy—Composition and Resolution of Forces ; Principle of Moments ; Centre of Gravity ; Mechanical Powers, Ration of the Power to the Weight in each ; Pressure of Liquids ; Specific Gravity and Modes of determining it ; the Barometer, Siphon, Common Pump, Forcing Pump and Air Pump.

Group C.—Modern Languages—(a) French ; The Accidence and Principal Rules of Syntax ; Exercises ; De Fivas's Introductory French Reader ; Voltaire, Chas. XII. Book VI,† or Souvestre, Un Philosophe sous les toits ; Re-translation of easy passages into French ; Rudiments of Conversation.

(b) German ; The Accidence and the Principal Rules of Syntax ; Exercises ; Adler's Reader, 1st, 2nd and 3rd Parts ; Re-translation of easy passages into German ; Rudiments of Conversation.

Group D.—Ancient Languages.—(a) Latin ; The Accidence and the Principal Rules of Syntax and Prosody ; Exercises ; Cæsar, Bellum Britannicum, and Virgil, Æneid, Book II. vv. 1—317 ; Learning by heart selected portions of Virgil ; Re-translation into Latin of easy passages from Cæsar.

(b) Greek, optional.

Group E.—Physical Sciences.—Chemistry ; a course of experiments to illustrate the nature of Fire, Air, Water, and such solid substances as Limestone, Coal, and Blue Vitriol ; Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and their more important Compounds ; Combining Proportions by weight and by volume ; Symbols and Nomenclature.

Group F.—History and Geography.—(a) Leading events of English and Canadian History, also of Roman History to the end of the second Punic War.‡


(b) A fair course of Elementary Geography, Physical and Political.

Group G.—Book-keeping, Writing, Drawing and Music.—(a) Single and Double Entry ; Commercial Forms and Usages ; Banking, Custom House and General Business Transactions.

(b) Practice in Writing.

(c) Linear and Free Hand Drawing.

(d) Elements of Music.

 An option is permitted between (i.) Latin ; (ii.) French ; (iii.) German, and (iv.) Natural Philosophy, Chemistry and Book-keeping.

* For the latter half of 1877, Goldsmith's Deserted Village and Sir Walter Scott's Lady of the Lake have been prescribed. Candidates will be expected to show that they have read the whole of the latter poem ; but the questions set will be based mainly on Cantos III. and IV. For the former half of 1878, Goldsmith's Traveller and Deserted Village have been prescribed.

† To be discontinued after 1877.

‡ The Questions set for Candidates for Second Class Certificates will be confined to the periods of History prescribed for the Lower School.

UPPER SCHOOL.

Group A.—English Language.—Critical Reading of portions of the Works of Authors of the Sixteenth and Seventeenth Centuries, to be prescribed from time to time by the Education Department. For the latter half of 1877, and the former half of 1878, Shakespeare's Tragedy of Macbeth and ten of Bacon's Essays* have been prescribed. Composition, Reading and Elocution; the subject generally, as far as required for Senior Matriculation with Honours in the University.

Group B.—Mathematics.—(a) Arithmetic; The Theory of the subject; Application of Arithmetic to complicated business transactions, such as Loans, Mortgages and the like.

(b) Algebra; Quadratic Equations, Proportion, Progression, Permutations and Combinations, Binomial Theorem, Properties of Numbers, etc., as far as required for Senior Matriculation with Honours.

(c) Geometry; Euclid, Books I, II, III, IV, Definitions of Book V, Book VI, with Exercises; Analytical Plane Geometry.

(d) Trigonometry, as far as required for Senior Matriculation with Honours.

(e) Natural Philosophy; Dynamics, Hydrostatics and Pneumatics.

Group C.—Modern Languages.—(a) French; Grammar and Exercises; Souvestre, Un philosophe sous les toits; Corneille, Horace; Translation from English into French; Conversation; the other subjects required for Senior Matriculation with Honours.

(b) German; Grammar and Exercises; Musaeus, Stumme Liebe; Schiller, Die Bürgschaft, Der Taucher, and Der Neffe als Onkel; Translation from English into German; Conversation; the other subjects required for Senior Matriculation with Honours.

Group D.—Ancient Languages.—(a) Latin; Grammar; Cicero, Pro Archia; Ovid, Fasti, Book I, exclusive of vv. 300-440; Horace, Odes, Book III; Livy, Book IV, chaps. 1-16; Translation from English into Latin Prose, etc., as far as is required for Senior Matriculation with Honours.

(b) Greek; Grammar; Xenophon, Anabasis, Book I; Homer, Iliad, Book VI, Odyssey, Book XII; Demosthenes, Philippics I and II; the other subjects required for Senior Matriculation with Honours.

Group E.—Physical Science.—(a) Chemistry; Heat—its sources, Expansion; Thermometers—relations between different scales in common use; Difference between Temperature and Quantity of Heat; Specific and Latent Heat; Calorimeters; Liquefaction; Ebullition; Evaporation; Conduction; Convection; Radiation. The chief Physical and Chemical Characters, the Preparation and the characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus and Silicon.

Carbonic Acid, Carbonic Oxide, Oxides and Acids of Nitrogen, Ammonia, Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosphoric Acid, Phosphuretted Hydrogen, Silica.

Combining Proportions by weight and by volume; General Nature of Acids, Bases and Salts; Symbols and Nomenclature.

The Atmosphere—its constitution; Effects of Animal and Vegetable life upon its composition; Combustion; Structure and Properties of Flame; Nature and Composition of ordinary Fuel.

Water—Chemical Peculiarities of Natural Waters, such as Rain Water, River Water, Spring Water, Sea Water.

(b) Botany; an introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant in each of the Crowfoot, Cress, Pea, Rose, Parsley, Sunflower; Mint, Nettle, Willow, Arum, Orchis, Lily and Grass Families; Systematic Botany; Flowering Plants of Canada.

(c) Physiology; General view of the Structure and Functions of the Human Body;

* (ii) Of Death, (xii) Of Boldness, (xiv) Of Nobility, (xxi) Of Delays, (xxvii) Of Friendship, (xxxi) Of Suspicion, (xxxviii) Of Nature in Men, (xlii) Of Youth and Age, (lii) Of Ceremonies and Respects, (lviii) Of the Vicissitudes of Things.

the Vascular System of the Circulation ; the Blood and the Lymph ; Respiration ; the Function of Alimentation ; Motion and Locomotion ; Touch, Taste, Smell ; Hearing and Sight ; the Nervous System.

Group F.—History and Geography.—(a) History ; English, the special study of the Tudor, Stuart and Brunswick Periods ; Roman, from the commencement of the Second Punic War to the death of Augustus ; Grecian, from the Persian to the Peloponnesian War, both inclusive.

(b) Geography, Ancient and Modern.

Head Masters will be at liberty to take up and continue in the Upper School any subject from the Lower School that they may think fit.

Every pupil in the Upper School must take Group A, Arithmetic, Algebra as far as Progression, History, and two other subjects from those included in Groups C, D and E. In cases of doubt, the Head Master shall decide. Candidates preparing for any examination, shall be required to take only the subjects prescribed for such examination.

The subsequent Regulations (except date of examination) are the same as on page 93.

SUB-EXAMINERS.

The following gentlemen are appointed to act as sub-examiners :

1. Alfred Baker, M.A., *Mathematical Tutor, University College, Toronto.*
2. G. B. Sparling, B.A., *University of Victoria College, Cobourg.*
3. D. B. McTavish, M.A., *Queen's University.*
4. W. Dale, M.A., *Rector of the High School, Quebec.*
5. A. Lafferty, M.A., *Toronto University.*
6. F. E. Seymour, M.A., *Toronto University.*

CERTIFICATES.

Certificates will be granted by the Minister of Education or Deputy Minister, to all candidates who succeed in passing the Intermediate Examinations, according to the report of Central Committee, as approved by the Department.

XXV.—BOOKS SANCTIONED FOR SCHOOL LIBRARIES AND PRIZES.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 6th day of December, A. D. 1877.

Upon the recommendation of the Honourable the Minister of Education the Committee of Council advise that the books described in the accompanying list be sanctioned by your Honour as fitted for Libraries or for Prizes, or for Libraries and Prizes respectively.

Certified.

(Signed)

J. G. SCOTT,
Clerk, Executive Council, Ontario.

6th December, 1877.

Lists are published in Official Catalogue.

XXVI.—APPOINTMENT OF SUB-EXAMINERS.

Copy of an Order in Council approved by His Honour the Lieutenant Governor the 21st day of December, A. D. 1877.

Upon the recommendation of the Honourable the Minister of Education the Committee of Council advise that the following Sub-Examiners be appointed in respect of the Intermediate High School Examinations, and for the Second-class non-professional Examination being held during the present month, viz :—

Alfred Baker, University of Toronto.
 F. E. Seymour, Madoc.
 W. Dale, High School, Quebec.
 G. B. Sparling, Upper Canada College, Toronto.
 D. B. McTavish, Toronto.
 A. M. Lafferty, Chatham.
 C. Clarkson, Brockville.
 Professor Bain, Victoria College, Cobourg.
 Certified.

(Signed)

J. G. SCOTT,
Clerk, Executive Council, Ontario.

24th December, 1877.

On 31st December the following names were added :—

Rev. Septimus Jones, Ex-Inspector, Belleville.
 Rev. C. H. Mockridge, Ex-Head Master of High School, St. Mary's.
 James Panton, Science Medallist, Toronto.
 S. M. Dorland, Gold Medallist, Toronto.
 J. A. Culham, Hon. Undergraduate, Toronto.
 John L. Davison, Gold Medallist, Toronto.
 William Donald, Queen's University.
 F. E. Seymour, Medallist, Toronto.

XXVII.—HOLDERS OF UNIVERSITY DEGREES ELIGIBLE FOR INSPECTORS' CERTIFICATES.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 26th day of December, A. D. 1877.

Upon consideration of the report of the Honourable the Minister of Education, dated the 20th day of December, 1877, the Committee of Council advise that in addition to persons possessing First-class Provincial Certificates, Grade A., being eligible to receive Certificates of qualification for the office of Public School Inspector, this eligibility be extended to such persons as shall establish to the satisfaction of the Education Department, that they have respectively taken a degree in the Faculty of Arts in any one of the Universities or Colleges with University powers situate in the Province, provided that such degree has been taken with honours of the first or second class in any one or more of the recognized departments of examination in such University for such degree, and provided further that such persons respectively establish to the satisfaction of the Education Department that they have respectively, successfully taught in a Public or High School in this Province for the period of five years at least, and that such persons also furnish satisfactory proof of temperate habits and good moral character.

Certified.

(Signed)

J. G. SCOTT,
Clerk, Executive Council, Ontario.

26th December, 1877,

XXVIII.—MODIFICATION OF COUNTY MODEL SCHOOL REGULATIONS.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 27th day of December, A. D. 1877.

The Committee of Council concur in the recommendation contained in the annexed report of the Honourable, the Minister of Education, having reference to a modification of the Regulations as to the County Model Schools, and advise that the same be acted upon.

Certified.

(Signed)

J. G. SCOTT,
Clerk, Executive Council, Ontario.

27th December, 1877.

The undersigned respectfully begs to report to His Honour the Lieutenant-Governor in Council, the following respecting the Education Department:—

1. The Regulations as to County Model Schools, approved by Your Honour in Council on the 22nd June, 1877, required that the Head Master should hold a First-class Provincial Certificate.

2. Since such schools have been organized in the different counties, it has been found that the Head Masters of several schools which have been nominated provisionally as County Model schools did not possess this qualification, but only a Second-class Provincial Certificate, and yet have satisfactorily discharged their functions as Principals.

The undersigned would therefore respectfully recommend that he be authorized to make an exception in such cases where Model Schools are now satisfactorily conducted with a Head Master possessing a Second-class Provincial Certificate.

Respectfully submitted.

(Signed,)

ADAM CROOKS,
Minister of Education.

Education Department,
Toronto, 20th December, 1877.

XXIX.—IN RE CERTIFICATES OF MESSRS. ROWAT AND SUMMERBY.

Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 27th day of December, A.D. 1877.

The Committee of Council have had under consideration the annexed Report of the Honourable the Minister of Education, having reference to the examination for First-Class Certificates, passed by Mr. J. B. Rowat and Mr. Summerby in July last, and advise that the same be acted upon.

Certified.

(Signed)

J. G. SCOTT,
Clerk, Executive Council, Ontario.

27th December, 1877.

The undersigned respectfully begs to report to His Honour the Lieutenant-Governor in Council, the following with respect to the Education Department:—

1. In the case of Mr. J. S. Rowat, who successfully passed the examination for a First-class Certificate in July last, the Central Committee of Examiners, upon further investigation of the marks obtained by him at that examination, report that the Certificate granted to him should be of grade "A," instead of grade "B" as erroneously awarded.

2. The Central Committee also report that Mr. Rowat's examination and that of Mr. Summerby entitle each of them to a Silver Medal under the regulations in that behalf.

The undersigned, therefore, respectfully recommends that the above be carried into effect accordingly.

Respectfully submitted,

(Signed)

ADAM CROOKS,
Minister of Education.

Education Department,
Toronto, 21st December, 1877.

APPENDIX G.

TEACHERS' ASSOCIATIONS.

NAME OF ASSOCIATION.	Total Number of Members.	Total Number who have Paid Fees.	RECEIPTS.						EXPENDITURE.			Balance.
			Balance.	Government Grant.	Municipal Grant.	Members' Fees.	Other Sources.	Total.	Printing and Postage.	Miscellaneous.	Total.	
County Glengarry	51	21		25 00		10 50		35 50		1 00	36 50	\$ 34 50
do Stormont	30	24	5 00			7 00		12 00	8 00		20 00	4 00
do Prescott.	56	56		50 00		28 00	10 30	88 30	15 93	12 27	100 57	60 10
No. 1, Leeds	44	44	84 79	50 00		14 00	2 00	150 79	2 38	70 80	221 59	77 61
County Grenville	73	26	2 00				9 50	11 50	5 90	5 50	21 40	10 10
County Frontenac	46	35	5 50	25 00		17 50	2 50	45 00	10 83	45	55 33	33 72
County Lennox and Addington.	2	2		50 00		1 00	10 25	66 75	4 50	9 80	76 55	52 45
County Prince Edward			6 95	50 00		10 75	26 00	76 00	10 80	5 50	92 30	59 70
N. Hastings	95	30	15 15	50 00		10 75	11 15	78 85	14 90	22 25	115 00	51 00
S. do				50 00				75 90		10 00	85 90	50 00
County Northumberland	52			50 00			3 75	53 75	2 00	1 75	55 50	
W. Victoria.	34	34				8 50	4 50	13 00		13 00	26 00	50 00
E. do				50 00			5 50	55 50			55 50	
County Durham	14	14				7 00		12 50	12 50		25 00	62 38
County Ontario	40	16	4 98	50 00		13 00		67 98	5 60		73 58	25 00
N. York	25	11		25 00		5 50	1 59	32 09	6 69	40	38 79	10 10
County Halton	150	49				24 50		24 50	22 40	2 00	46 90	50 00
do Wentworth.	103	23	54	50 00		12 00	2 96	65 50	11 50	4 00	77 00	
do Brant.	90						75 75	75 75	5 75	70 00	145 75	
do Lincoln	70						54 75	54 75	3 75	51 00	105 75	
do Welland	101	31		50 00	50 00		16 00	116 00		15 00	131 00	101 00
do Haldimand	110			50 00			14 00	65 00	4 00	19 00	84 00	42 00
do Norfolk						1 00		65 00			65 00	
do Oxford	41	41	9 18	50 00		20 50	5 00	84 68	17 53	14 80	99 43	52 35
do Waterloo	36	6		50 00		4 00		54 00	4 77	15 00	69 77	34 23
N. Wellington.	50	17		25 00			8 50	33 50	3 00	1 00	34 50	23 50
S. do												

S. Grey.....	17	.....	25 00	.....	8 50	.....	7 52	33 50	3 56	.....	3 56	29 94
S. Perth.....	76	.....	37 50	.....	40 00	.....	7 52	85 02	47 52	.....	47 52	37 50
County Huron.....	.....	.....	50 00	.....	.....	.....	.....	50 00	.....	.....	.....	50 00
E. Bruce.....	72	.....	50 00	.....	.....	.....	18 62	68 62	7 90	.....	18 62	50 00
W. Middlesex.....	.....	.....	50 00	.....	.....	.....	.....	50 00	.....	.....	.....	50 00
E. do.....	187	.....	50 00	.....	.....	.....	283 32	388 07	108 49	.....	.....	104 15
County Elgin.....	.....	.....	50 00	.....	.....	.....	150 00	200 00	.....	.....	.....	50 00
E. Kent.....	48	.....	50 00	.....	.....	.....	34 70	95 81	12 60	.....	.....	54 01
No. 1, Lambton.....	22	11	50 00	.....	11 00	.....	.....	50 00	.....	.....	.....	50 00
do.....	.....	.....	50 00	.....	.....	.....	19 84	69 84	19 84	.....	19 84	50 00
No. 2, do.....	90	.....	50 00	.....	.....	.....	.....	100 00	12 00	.....	.....	50 00
No. 1, Essex.....	65	.....	50 00	.....	.....	.....	.....	50 00	.....	.....	.....	69 33
No. 2, do.....	.....	.....	50 00	.....	.....	.....	.....	60 00	.....	.....	.....	50 00
City of Toronto.....	.....	.....	25 00	.....	.....	.....	35 00	25 00	2 50	.....	10 00	50 00
District of Parry Sound.....	.....	.....	25 00	.....	.....	.....	.....	25 00	.....	.....	.....	25 00
Total.....	1881	701	134 20	1412 50	100 00	299 75	823 00	2769 45	391 64	736 04	1127 68	1641 77

APPENDIX H.

PROVINCIAL CERTIFICATES.

(1.) BY THE EDUCATION DEPARTMENT.

Certificates granted by Executive Council on the recommendation of the Minister of Education, 31st August, 1877

No.	NAME.	1st Class.	2nd Class.	No.	NAME.	1st Class.	2nd Class.
3700	William Joseph Summerby	A		3756	Angus Martyn		A
3701	William Cassidy	B		3757	Donald Munro		A
3702	Angus McIntosh	B		3758	John McKay		A
3703	Isaac S. Rowat*	B		3759	Archibald McKechnie		A
3704	Kate F. Hagarty	B		3760	Joseph Riley		A
3705	Martha E. Hunt	B		3761	Thomas M. Talbot		A
3706	William Alford	C		3762	Peter Talbot		A
3707	Henry Beer	C		3763	George E. R. Wilson		A
3708	James Brown	C		3764	Margaret Broadfoot		A
3709	Henry Gray	C		3765	Martha Bull		A
3710	William John Hallett	C		3766	Mary J Crooks		A
3711	William Johnston	C		3767	Ellen Dix		A
3712	James Ratcliffe	C		3768	Ellen James		A
3713	Richard Seldon	C		3769	Agnes Meggait		A
3714	Esther E. Montgomery	C		3770	Margaret Shaw		A
3715	Moore Armstrong		A	3771	Guy Andrus		B
3716	John Campbell		A	3772	Edwin Ball		B
3717	Thomas Dunsmore		A	3773	George Campbell		B
3718	W. F. Rittenhouse		A	3774	John Crawford		B
3719	Martha Head		A	3775	Allan Embury		B
3720	Bertha Sims		A	3776	Donald Finlayson		B
3721	Annie Bond		A	3777	George C. Fordyce		B
3722	Jennie Cowie		A	3778	Joseph Freeman		B
3723	Lottie E. Lawson		A	3779	James E. Frith		B
3724	Mary Mullen		A	3780	Charles Fuller		B
3725	Isabella E. Oliver		A	3781	William John Graham		B
3726	Emma Ray		A	3782	Robert Hislop		B
3727	May F. Spence		A	3783	Andrew Hutson		B
3728	Margaret Spence		A	3784	George D. Lewis		B
3729	Maggie G. Strachan		A	3785	George Kirk		B
3730	Eliza Bolton		B	3786	Edward Livingstone		B
3731	Katie C. Ferguson		B	3787	Joseph Pickering Marshall		B
3732	Elizabeth Home		B	3788	William J. Martin		B
3733	K. Letitia Meade		B	3789	Robert Morrow		B
3734	Margaret A. Milne		B	3790	William R. Murdie		B
3735	G. Maggie Murray		B	3791	Samuel McColl		B
3736	Maggie Richie		B	3792	William Hector McDonald		B
3737	Agnes McIntyre		B	3793	John McGillivray		B
3738	Jennie McPhedran		B	3794	Thomas H. McGuirl		B
3739	Jessie McQuarrie		B	3795	Donald McKay		B
3740	Elizabeth A. Christie		A	3796	William McLean		B
3741	Mary Pilson		A	3797	Roderick McLean		B
3742	William R. Brown		B	3798	John Noble		B
3743	Henry J. Caldwell		B	3799	Richard M. Pascoe		B
3744	Robert H. Wansborough		B	3800	Alexander Robb		B
3745	Lucinda Bovill		B	3801	John W. Ross		B
3746	Nellie Braden		B	3802	William A. Sherwood		B
3747	Elizabeth Lees		B	3803	James Spence		B
3748	Annie McLardy		B	3804	Edwin J. Standish		B
3749	Agnes McLauchlan		B	3805	Henry Sutherland		B
3750	Mary E. Williamson		B	3806	David Sykes		B
3751	Hattie Reynolds		B	3807	Eli A. Taylor		B
3752	Annie Simpson		B	3808	John Telfer		B
3753	Elizabeth Turnbull		B	3809	William H. Thompson		B
3754	Alexander Beattie		A	3810	George A. Thompson		B
3755	James Grant		A	3811	James Torrance		B

* This certificate cancelled and Grade A issued instead (Order in Council, dated 27th December, 1877).
Mr. Rowat also granted Silver Medal.

Certificates granted by Executive Council on the recommendation of the Minister of Education.

No.	NAME.	1st Class.	2nd Class.	No.	NAME.	1st Class.	2nd Class.
3812	Palen Walmesley.....	B		3825	Frances Martin.....	B	
3813	William Marr Ward.....	B		3826	Anna P. Meldrum.....	B	B
3814	Isaac Wood.....	B		3827	Mary Middlemiss.....	B	B
3815	John Wynn.....	B		3828	Elizabeth McJannet.....	B	B
3816	Jane Bate.....	B		3829	Eliza A. McMillan.....	B	B
3817	Sarah M. Carr.....	B		3830	Davnia McPherson.....	B	B
3818	Hannah Carter.....	B		3831	Janet O'Neil.....	B	B
3819	Eliza Colgan.....	B		3832	Catherine Pilson.....	B	B
3820	Mary Dibb.....	B		3833	Mary Randall.....	B	B
3821	Margaret Flavelle.....	B		3834	Mary Stewart.....	B	B
3822	Caroline Greenham.....	B		3835	Elizabeth Stratton.....	B	B
3823	Dorothy Greenly.....	B		3836	Jennie Trusler.....	B	B
3824	Jane Lalor.....	B		3837	Agnes Walls.....	B	B

Certificate granted by Order in Council, dated 3rd December, 1877.

3838|John Pringle.....|...| A ||

Certificates granted by Order in Council, dated 24th September, 1877.

3839	Richard H. Collins.....	A		3855	Robert McConnell.....	B	
3840	Miles Fergusson.....	A		3856	Thomas M. McHugh.....	B	B
3841	Alexander Kerr.....	A		3857	Alexander McKillop.....	B	B
3842	William Logan†.....	A		3858	Sylvanus Philips.....	B	B
3843	John A. Meldrum.....	A		3859	George E. Phoenix.....	B	B
3844	Daniel McKellar.....	A		3860	Frederick Shoff.....	B	B
3845	Archibald McMillan.....	A		3861	Mary A. Armstrong.....	B	B
3846	Joseph A. McPherson.....	A		3862	Mary Jane Brown.....	B	B
3847	John Wesley Scott.....	A		3863	Catherine Campbell.....	B	B
3848	Alexander S. Benner.....	B		3864	Julia M. Grace.....	B	B
3849	William Coulter.....	B		3865	Catherine Hooth.....	B	B
3850	Ezra E. Eby.....	B		3866	Mary Metcalf.....	B	B
3851	Robert Samuel Frost.....	B		3867	Ada Summer.....	B	B
3852	Edward Hammond.....	B		3868	James Hogg.....	B	B
3853	Richard Hill.....	B		3869	Alexander R. Metcalfe.....	B	B
3854	Thomas Leonard.....	B					

Certificates granted by Order in Council, dated 3rd December, 1877, on the recommendation of Inspectors, to Candidates who passed Non-Professional Examination, dated 17th November, 1877.

3870	William Edward Lyall.....	A		3875	David Rennie.....	B	
3871	William John Patterson.....	A		3876	William Scott.....	B	B
3872	William M. Catto.....	B		3877	Catherine Climie.....	B	B
3873	Robert Cowling.....	B		3878	Margaret Henderson.....	B	B
3874	William A. Ferguson.....	B					

Certificates granted by Order in Council, dated 24th September, 1877.

3879	Alexander Burke.....	A		3890	Ezra R. Burkholder.....	B	
3880	William L. Dixon.....	A		3891	Hector M. Cowan.....	B	B
3881	Samuel B. Jameson.....	A		3892	Carrie Munson.....	A	B
3882	William Richard Manning.....	A		3893	Jessie Sutherland.....	B	B
3883	Maggie G. Strachan.....	A		3894	Abraham Irvine.....	B	B
3884	William H. Graham.....	B		3895	Addison E. Moore.....	B	B
3885	Robert F. Greenless.....	B		3896	Joshua Jackson.....	A	B
3886	George Jameson.....	B		3897	Donald Anderson.....	A	B
3887	Donald S. McConnell.....	B		3898	Neil McKinnon.....	B	A
3888	Albert Watson.....	B		3899	John Hamilton.....	A	B
3889	William Hickson.....	B		3900	Elgin A. Blakely.....	B	B

Certificates granted on special recommendation, dated 15th December, 1877.

No.	NAME.	1st Class.	2nd Class.	No.	NAME.	1st Class.	2nd Class.
3901	John L. Campbell .....	.....	B	3904	Albert H. Potter .....	.....	B
3902	R. George Cavanagh.....	.....	B	3905	Mary Stedman .....	.....	B
3903	Charles Falconer .....	.....	B	3906	Francis John Allan .....	.....	B

Certificates granted by Order in Council, dated 27th February, 1878.

3907	Hubert W. Hicks .....	.....	B	3910	Sheldon E. Cook.....	.....	B
3908	Margaret G. McIntyre.....	.....	A	3911	Colin Ferguson .....	.....	B
3909	Smith Curtis .....	.....	C	3912	Sarah J. Heslip .....	.....	B

Certificates granted by Order in Council, dated 27th December, 1877, to Students who passed the Professional Examination, December, 1877.

3913	Thomas Campbell .....	.....	B	3922	John R. McGillivray .....	.....	B
3914	John F. Cowan .....	.....	B	3923	Albert H. Potter .....	.....	B
3915	John R. Brown .....	.....	A	3924	Charles S. Falconer .....	.....	B
3916	Ada Hardinge.....	.....	B	3925	John Milton Heacock .....	.....	B
3917	Joshua Jackson .....	.....	A	3926	Annie Bartlett .....	.....	B
3918	Gideon Broderick .....	.....	B	3927	Eleanor Savage .....	.....	B
3919	R. George Cavanagh .....	.....	B	3928	Annie M. Squair .....	.....	B
3920	Frank Morley .....	.....	B	3929	Mary Anne Rumball.....	.....	B
3921	Archibald M. Taylor.....	.....	A	3930	Mary Stedman .....	.....	B

Certificate granted by Order in Council, dated 27th February, 1878.

3931	Jessie Sutherland	B	
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Certificates granted by Order in Council, dated 27th February, 1878, to Students who passed the Professional and non-Professional Examinations, December, 1877.

3932	Jeannie Affleck .....	.....	B	3936	Hettie Giles.....	.....	A
3933	Addie H. Huntly .....	.....	B	3937	Annie S. Gray.....	.....	A
3934	Jessie Riddell .....	.....	B	3938	Christina Kay .....	.....	B
3935	Isabella Brown .....	.....	B	3939	Rebecca Walker .....	.....	B

Certificates granted by Order in Council, dated 27th February, 1878, to Students who have attended the Normal School or otherwise complied with the Regulations on the subject.

3940	David W. Houston .....	.....	B	3943	Daniel McAlpine .....	.....	B
3941	Robert G. Marshall .....	.....	B	3944	Isabella McGillivray.....	.....	B
3942	Thomas J. Walrond .....	.....	B	3945	Maggie Poustie .....	.....	B

Certificates granted by Order in Council dated 27th December, 1877. Provisional for One Year, to be } permanently confirmed on furnishing evidence of one year's successful service.

3946	Lachlin Anderson .....	.....	B	3949	Alice B. Skimin .....	.....	B
3947	Reuben W. Leonard.....	.....	B	3950	Lizzie D. McMeekin.....	.....	B
3948	Emily E. Phair .....	.....	B	3951	Helen J. Lauskail .....	.....	B

Certificate granted by Order in Council, dated 24th September 1877.

3952	John McLurg	A	
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Certificate granted on special recommendation of the Inspector. Order in Council dated 27th February, 1878. Certificate dated 2nd January, 1878.

3953	Alvin Orton.....	B	
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Certificate granted by Order in Council, dated 27th February, 1878, to Candidate who passed non-Professional Examination, July, 1877.

3954	Levi Cottington	A	
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Certificates granted by Order in Council, dated 27th February, 1878.

No.	NAME.	1st Class.	2nd Class.	No.	NAME.	1st Class.	2nd Class.
3955	Isaiah Orser		B	3958	Charlotte E. Moore		B
3956	William J. Phoenix		A	3959	Nettie Parry		A
3957	Kate Marquis		B	3960	Elizabeth Youngs		B

Certificates granted by Order in Council, dated 14th March, 1878.

3961	William L. Bain		B	3964	George Kirk		A
3962	William Barr		A	3965	Jessie Davidson		B
3963	Robert Brydon		B	3966	Isabella Peacocke		B

Provisional for one year, to be permanently confirmed on evidence of a year's successful service.

3967	Elizabeth A. Dickenson		B	3968	Isabel Nudel		A
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Certificate granted by Order in Council, dated 27th March, 1878, provisional for one year. To be permanently confirmed on evidence of a year's successful service.

3969	Jessie Carlyle		B				
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Certificate granted by Order in Council, dated 24th September, 1877.

3970	Robert White*		A				
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Certificates granted by Order in Council, dated 12th April, 1878.

3971	Margaret A. Milne		A	3973	Christina Kay		B
3972	Emmeline Clarke		B				

* Certificate cancelled.

(2.) NUMBER OF CERTIFICATES AWARDED BY THE EDUCATION DEPARTMENT, AND BY THE COUNTY BOARDS OF EXAMINERS, AT THE JULY AND DECEMBER EXAMINATIONS.

COUNTIES AND CITIES.	Number who applied for			Total.	Who received					Total.
					1st Class.	2nd Class.		3rd Class.		
	1st Class.	2nd Class.	3rd Class.			Male.	Female.	Male.	Female.	
Glenagarry		10	72	82						26
Stormont		5	74	79		1		3	23	41
Dundas		7	103	110				11	29	13
Prescott		2	51	53		1		9	4	21
Russell		5	47	52				5	15	10
Carleton		32	120	152			2	6	3	3
Leeds and Grenville	5	23	182	210		1	1	30	25	57
Lamark		3	142	145	1			31	56	90
Renfrew		8	70	78				39	61	100
Frontenac		32	128	160		2		14	15	31
Lennox and Addington		12	88	100		3		23	48	74
Prince Edward		33	67	100				4	1	5
Hastings		22	160	182		2	1	6	5	13
Northumberland		17	108	125		2		20	39	62
Durham		36	65	101		5	1	21	14	37
Peterborough		15	121	136		3	1	17	11	34
Haliburton		1	26	27				17	24	45
Victoria		1	170	186		1	1	8	9	17
Ontario	4	27	101	132		4	2	45	51	98
York	4	74	175	253	2		10	10	21	43
Peel		21	66	87						1
Simcoe		68	298	366		1	2	41	26	77
Haldon		25	62	87			5	6	13	13
Wentworth		92	157	249				4	2	16
Brant		37	56	93		16		10	20	40
Lincoln	2	72	90	164	2			17	23	63
Welland		10	64	74		1		2	3	6
Haldimand	1	22	80	103		1		17	17	38
Norfolk		10	104	114		1		16	32	49
Oxford	1	22	28	51		3		3	3	9
Waterloo	1	32	77	110				2	5	7
Wellington	4	57	195	256		6	4	46	22	78
Grey	1	52	246	299				52	39	91
Perth		35	125	160			1	2	1	9
Huron		66	220	286		5	4	60	39	103

(3.) TOTAL NUMBER OF PERSONS WHO APPLIED FOR AND WHO OBTAINED CERTIFICATES FROM 1871 TO 1877 INCLUSIVE.

YEAR.	Number who applied for				Who received							
	1st Class.	2nd Class.	3rd Class.	Total.	1st Class.		2nd Class.		3rd Class.		Total.	
					Male.	Female.	Male.	Female.	Male.	Female.		
1871	34	599	3066	3699	16	—	204	75	735	786	1816	
1872	55	659	3339	4053	12	2	204	67	701	996	1982	
1873	36	455	3142	3633	8	—	118	46	699	960	1831	
1874	27	432	2039	2498	14	—	143	53	435	654	1299	
1875	46	709	3124	3879	20	—	188	90	654	979	1931	
1876	76	831	3580	4487	9	2	85	39	792	876	1803	
1877	38	1380	4870	6288	13	3	139	103	720	827	1805	
Total ...	312	5065	23160	28537	92	7	1081	473	4736	6078	12467	

APPENDIX I.

LIST OF HIGH AND PUBLIC SCHOOL INSPECTORS.

1. HIGH SCHOOL INSPECTORS.

James A. McLellan, M.A., LL.D. ; J. M. Buchan, M.A. ; S. Arthur Marling, M.A.

2. PUBLIC SCHOOL INSPECTORS.

NAME.	JURISDICTION.	POST OFFICE.
Donald McDiarmid, M.D.	Glengarry	Athol.
Alexander McNaughton	Stormont	Newington.
Arthur Brown	Dundas	Morrisburgh.
Thomas Orton Steele	Prescott	L'Orignal.
Rev. Thomas Garrett	Russell	Bearbrook.
Rev. John May, M.A.	Carleton	Ottawa.
Rev. George Blair, M.A.	Grenville and Town of Prescott	Prescott.
William R. Bigg	Leeds, No. 1, and Town of Brockville ..	Brockville.
Robert Kinney, M.D.	Leeds, No. 2	Brockville.
Henry Lloyd Slack, M.A.	Lanark and Town of Perth	Perth.
R. G. Scott, B.A.	Renfrew and District of Nipissing	Pembroke.
John Agnew, M.D.	Frontenac	Kingston.
Frederick Burrows	Lennox and Addington and Town of Napanee	Napanee.
Gilbert D. Platt, B.A.	Prince Edward	Picton.
William Mackintosh	Hastings, No. 1	Madoc.
John Johnston	Hastings, No. 2, and City of Belleville ..	Belleville.
Edward Scarlett	Northumberland and Town of Cobourg ..	Cobourg.
John J. Tilley	Durham and Towns of Bowmanville and Port Hope	Bowmanville.
James Coyle Brown	Peterborough	Peterborough.

2. PUBLIC SCHOOL INSPECTORS.

NAME.	JURISDICTION.	POST OFFICE.
C. D. Curry, B.A.	Haliburton.....	Minden.
James H. Knight.....	E. Victoria and Town of Lindsay.....	Lindsay.
Henry Reazin.....	W. Victoria.....	Lindsay.
James McBrien.....	Ontario.....	Myrtle.
James Hodgson.....	S. York.....	Yorkville.
David Fotheringham.....	N. York.....	Aurora.
Donald J. McKinnon.....	Peel and Town of Brampton.....	Brampton
Rev. William McKee, B. A.....	S. Simcoe.....	Alliston.
James C. Morgan, M. A.....	N. Simcoe and Towns of Barrie and Orillia.....	Barrie.
Robert Little.....	Halton, Towns of Milton and Oakville, and District of Algoma.....	Acton.
Joseph H. Smith.....	Wentworth.....	Ancaster.
Michael Joseph Kelly, M.D.	Brant and City of Brantford.....	Brantford.
John B. Somerset.....	Lincoln.....	St. Catharines.
James H. Ball, M.A.....	Welland and Towns of Clifton and Thorold.....	Thorold.
Clarke Moses.....	Haldimand.....	Caledonia—Seneca.
James J. Wadsworth, M.A., M.B.	Norfolk and Town of Simcoe.....	Simcoe.
William Carlyle.....	Oxford and Towns of Ingersoll, Tilsonburg and Woodstock.....	Woodstock.
Thomas Pearce.....	Waterloo and Towns of Berlin, Galt and Waterloo.....	Berlin.
David P. Clapp, B.A.....	N. Wellington.....	Harriston.
George A. Somerville.....	S. Wellington and Town of Orangeville..	Guelph.
Thomas Gordon.....	W. Grey and Town of Owen Sound.....	Owen Sound.
William Ferguson.....	S. Grey and Town of Durham.....	Priceville.
Andrew Grier.....	E. Grey.....	Thornbury.
William Alexander.....	N. Perth and Towns of Listowel, Palmerston and Stratford.....	Stratford.
John M. Moran.....	S. Perth, Towns of Mitchell & St. Mary's	Stratford.
John R. Miller.....	S. Huron, Town of Goderich and District of Parry Sound.....	Goderich.
Archibald Dewar.....	N. Huron and Towns of Clinton and Seaforth.....	Seaforth.
W. S. Clendening.....	E. Bruce.....	Walkerton.
Alexander Campbell.....	W. Bruce and Town of Kincardine.....	Kincardine.
John Dearness.....	E. Middlesex.....	London.
Joseph S. Carson.....	W. Middlesex and Town of Strathroy..	Strathroy.
A. F. Butler.....	Elgin.....	St. Thomas.
Edmund B. Harrison.....	E. Kent and Town of Bothwell.....	Ridgetown.
Wilmot M. Nichols, B.A.....	W. Kent.....	Rondeau.
Charles A. Barnes.....	Lambton, No. 1, and Towns of Strathroy and Petrolia.....	Forest.
John Brebner.....	Lambton, No. 2, and Town of Sarnia.....	Sarnia.
Theodule Girardot.....	Essex, No. 1, and Town of Sandwich.....	Sandwich.
D. A. Maxwell.....	Essex, No. 2, and Town of Amherstburgh	Amherstburgh.
James Hughes.....	City of.....	Toronto.
A. Macallum, M.A.....	do.....	Hamilton.
W. G. Kidd.....	do.....	Kingston.
J. B. Boyle.....	do.....	London.
John C. Glashan.....	do.....	Ottawa.
James B. Grey.....	do.....	St. Catharines.
Rev. A. McColl.....	Town of.....	Chatham.
Rev. Robert Rodgers.....	do.....	Collingwood and
R. B. Carman, M.A.....	do.....	Cornwall. [Meaford.
Rev. James Herald.....	do.....	Dundas.
Rev. Robert Torrance.....	do.....	Guelph.
John Rogers.....	do.....	Niagara.

2. PUBLIC SCHOOL INSPECTORS.

NAME.	JURISDICTION.	POST OFFICE.
Rev. Thomas Henderson.....	Town of	Paris, (address Brant-
James Stratton	do	Peterborough. [ford.
J. M. Platt, M.D.	do	Pictou.
G. W. Ross, M.P.	do	Strathroy.
John McLean	do	St. Thomas.
Rev. George Bell, LL.D.	do	Walkerton.
Thomas Hilliard.....	do	Waterloo.
Richard Harcourt, B.A.....	do	Welland.
G. Y. Smith, LL.B.	do	Whitby.
J. C. Patterson, M.P.	do	Windsor.

APPENDIX J.

INSPECTORS', HIGH SCHOOL MASTERS, AND EXAMINERS' CERTIFICATES,
AND RETIRED TEACHERS.

Appointments during 1877 by Order in Council (continued from Report of 1877).

I.—NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES
DURING 1877.

Note.—All Inspectors will be *ex-officio* Members of the Boards of Examiners for their respective Counties.

Campbell, Alexander, Cochrane, R. R. Hands, Jonathan G. Martin, Joseph.	O'Connor, Thaddeus J. Orr, Robert K. Powell, George K.	Stuart, Alexander. Tom, John E. Whitney, W. A., M.A.
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II.—NAMES OF PERSONS WHO HAVE RECEIVED HIGH SCHOOL MASTERS'
CERTIFICATES DURING 1877.

Clapp, David P., B.A. Cooke, Abraham B., B.A. Cruikshank, J. G., B.A. Greene, Charles E., B.A. Herald, John, B.A. Jamieson, William S., B.A.	Jolliffe, O. J., B.A. Johnston, Adam, B.A. Mackay, John W., B.A. Mundell, William, B.A. McGregor, J. O., B.A. O'Connor, William, M.A.	Page, Thomas O., B.A. Panton, J. H., B.A. Patterson, David S., B.A. Ryerson, J. J., B.A. Smith, Lewis C., B.A. Ward, George B., B.A.
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III.—NAMES OF PERSONS WHO HAVE RECEIVED EXAMINERS' CERTIFICATES
DURING 1877.

Atkinson, John S., M.D. Chamberlain, E. L., B.A. Clarke, Charles. Cushnie, John Dey, Rev. William J., M.A. Graham, John, B.A.	Hotson, Alexander. Houston, J. A., B.A. Jamieson, William S., B.A. Jolliffe, O. J., B.A. Mitchell, H. L. McIntosh, Angus.	Paterson, David S., B.A. Seldon, Richard. Sinclair, Angus, B.A. Stuart, James G., B.A. Wellwood, H. J., B.A. Wright, Aaron A.
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IV.—TEACHERS RETIRED FROM THE PROFESSION DURING 1877.

No.	NAME.	COUNTY.	Amount returned and date.
			\$ cts. 1877.
686	Allan, D. S.	Peel	10 00..... March.
687	Arnold, Jno. R.	Huron	5 00..... November.
688	Aitken, J. F.	Lambton	5 00..... December.
689	Arthur, Saml.	Wentworth	42 00..... October.
690	Byam, W. J.	Northumberland	10 00..... July.
691	Bosanko, S. A.	York	4 00..... February.
692	Bacon, Miles E.	Peel	4 00..... February.
693	Baldwin, Thos.	York	4 00..... March.
694	Bouck, Jeremiah	Dundas	5 00..... March.
695	Butler, Billa F.	Hastings	2 00..... April.
696	Brown, Jas. R.	York	4 00..... May.
697	Bickell, David	Wentworth	8 00..... May.
698	Browne, A. C.	Ontario	8 00..... June.
699	Break, F. W.	York	4 00..... June.
700	Bennett, J. H.	Halton	8 00..... July.
701	Brown, W. L.	Middlesex	7 00..... July.
702	Birmingham, D.	Leeds	3 00..... September.
703	Best, Jno.	Hastings	3 00..... September.
704	Bonnar, Jno. D.	York	4 00..... October.
705	Battel, Elias	Ontario	1 00..... November.
706	Bell, Jno. C.	Middlesex	7 00..... November.
707	Currie, Jno.	York	6 00..... February.
708	Cornell, Gervas, Father of Walter G. Cornell, deceased	Ontario	28 70..... February.
709	Caulfield, Thos. F.	Perth	6 63..... April.
710	Cook, Jonathan C.	Waterloo	11 00..... April.
711	Collins, F. W.	Huron	3 00..... May.
712	Clark, Wm.	York	5 00..... June.
713	Collins, C. F.	Ontario	12 00..... June.
714	Currie, Dugald	Lambton	4 00..... June.
715	Campbell, A. G.	Grey	2 00..... July.
716	Coleman, H. Kay	Leeds	12 00..... September.
717	Cleary, Michael	Kent	7 00..... October.
718	Cook, Sheldon E.	Hastings	3 00..... October.
719	Grews, A. C.	Middlesex	6 00..... October.
720	Clemens, L. B.	Waterloo	6 00..... October.
721	Clark, Hugh	Oxford	5 00..... November.
722	Clarke, A. Stuart	Simcoe	10 00..... November.
723	Cornell, Sanford A.	Wentworth	10 00..... November.
724	Campbell, Rev. A. J.	Middlesex	8 00..... November.
725	Crowley, Jas. H.	Essex	7 00..... December.
726	Duggan, Hugh	York	10 00..... February.
727	Davis, M. L.	Lennox and Addington	8 00..... March.
728	Dixon, R. F.	Middlesex	5 00..... October.
729	Dupraw, S. A.	Renfrew	10 00..... October.
730	Dolbear, Ransom	Middlesex	9 00..... December.
731	English, Mrs. Abie, Widow of A. J. English	Kent	14 73..... September.
732	Evanson, Wm.	Muskoka	8 00..... September.
733	English, Jno. M.	Lennox	3 00..... November.
734	Ferguson, J. B.	Prince Edward	6 00..... July.
735	Ferguson, Jno.	Huron	7 00..... October.
736	Glass, Ervin B.	Bruce	6 00..... January.
737	Gilchrist, D. H.	Grey	5 00..... January.
738	Graves, Geo. H.	Carleton	1 00..... February.
739	Genge, Jno. P.	Oxford	5 00..... March.
740	Greig, Jno. A.	Bruce	12 00..... March.
741	Gilfillan, J. S.	Lincoln	8 00..... May.
742	Garland, Patrick	Lanark	7 00..... June.
743	Gillespie, Daul.	Simcoe	7 00..... November.
744	Gorham, Thos. A.	York	9 00..... November.
745	Gardiner, J. H.	Carleton	8 00..... December.
746	Gould, David H.	Victoria	11 00..... December.
747	Hamilton, T. Q.	Norfolk	7 00..... January.
748	Harrow, Geo.	Bruce	9 00..... January.
749	Hicks, Richd.	Huron	10 00..... February.
750	Hopper, David A.	Bruce	6 00..... February.
751	Hammell, David	Wellington	12 00..... February.
752	Hazlewood, Jas. H.	Oxford	6 00..... March.

IV.—TEACHERS RETIRED FROM THE PROFESSION DURING 1877.

No.	NAME.	COUNTY.	Amount returned and date.
753	Hart, Edward	Leeds	7 00. March.
754	Huff, Lysander	Prince Edward	6 00. March.
755	Hassard, Thomas	Haldimand	11 00. March.
756	Hand, Jno. B.	Simcoe	4 00. April.
757	Houston, D. W.	Carleton	3 00. April.
758	Harrison, Reuben	Ontario	12 00. May.
759	Horne, Stephen	Simcoe	9 00. August.
760	Haxton, D. J. B.	York	1 00. September.
761	Hughson, Anna L.	Kent	6 50. September.
762	Hall, Wm. E.	Kent	5 00. October.
763	Hutton, Craig L.	Middlesex	8 00. November.
764	Halpenny, Martha	Carleton	42 50. November.
765	Irvine, S. O.	Grey	6 00. August.
766	Iler, F. B.	Oxford	2 00. December.
767	Justin, Benjamin	Peel	3 00. March.
768	Jones, A. C.	Wentworth	2 00. March.
769	Jordan, Thomas	Grey	10 00. June.
770	Johnson, Chas. R.	Bruce	10 00. July.
771	Jackson, Jno. B.	Grey	1 00. October.
772	Johnston, D. A.	Hastings	3 00. October.
773	Keam, A. Paul	Victoria	6 00. March.
774	Kitchen, Thomas	Simcoe	6 00. July.
775	Kerr, Henry	Carleton	5 00. July.
776	Kantel, Johanna, Widow of Fred- erick Kantel	Waterloo	29 39. August.
777	Leitch, W. J.	Lambton	4 00. February.
778	Lyons, J. G.	Halton	4 00. March.
779	Lynn, Jno. E.	Elgin	6 00. March.
780	Lapp, Geo. H.	Northumberland	10 00. July.
781	Lyon, Seth	Frontenac	13 00. October.
782	Linn, Andw.	Simcoe	12 00. May.
783	McIntyre, W. J.	Hastings	6 00. January.
784	McCrimmon, Angus	Elgin	7 00. January.
785	McMurchie, Peter	York	6 00. February.
786	Mooney, Robt.	Grey	8 00. February.
787	Marron, Jno. R.	Leeds	4 00. February.
788	McLean, A. B.	York	5 00. February.
789	Millar, J. W.	Frontenac	9 00. February.
790	Mueller, A.	Waterloo	12 00. March.
791	McEwen, James	Bruce	1 00. March.
792	McCamus, David N.	Northumberland	6 00. March.
793	Miller, A. B.	Haldimand	9 00. March.
794	Mackie, J. M.	Oxford	4 00. March.
795	McGill, Jno. A.	Wellington	10 00. March.
796	McKay, Hector	York	8 00. March.
797	Mearns, W. A.	Grey	7 00. April.
798	Munro, Donald S.	Grey	5 00. April.
799	Mills, Robt. P.	York	7 00. April.
800	Martin, W. J.	Middlesex	2 00. May.
801	McCutcheon, J. L.	Lambton	3 00. May.
802	Moore, Edwin F.	Welland	2 00. July.
803	Marvin, G. W.	Peterborough	4 00. August.
804	McGuinn, Anthony	Frontenac	2 00. August.
805	Mackechmie, N. J.	Middlesex	3 00. August.
806	McKechmie, Arch.	Peel	8 00. October.
807	McPhatter, Neil	York	6 00. October.
808	McLean, Donald	Stormont	3 00. October.
809	McLellan, Peter	York	10 00. November.
810	Macdonald, Allan	Huron	9 00. November.
811	McTavish, Duncan A.	Middlesex	11 00. November.
812	McNulty, Thomas	Dundas	6 00. November.
813	McGillivray, D.	Oxford	8 00. November.
814	Montague, W. H. F.	Norfolk	4 00. December.
815	Nelan, Michael P.	Renfrew	2 00. March.
816	Nafe, Jno.	Waterloo	2 00. March.
817	Norris, Jno. M.	Kent	13 00. July.
818	O'Connell, Jno. J.	Wellington	8 00. February.
819	Potter, R. J.	Peel	5 00. September.
820	Parkhill, W. C.	Oxford	8 00. March.

IV.—TEACHERS RETIRED FROM THE PROFESSION DURING 1877.

No.	NAME.	COUNTY.	Amount returned and date.	
			\$	cts. 1877.
821	Pringle, H. H.	Ontario	8 00	March.
822	Pollock, Jas. E.	York	3 00	March.
823	Pashley, Mrs. Anne, Widow of Stephen Pashley	Hastings	12 34	March.
824	Phelan, M. J. J.	Norfolk	10 00	April.
825	Preston, Robert	Hastings	65 00	April.
826	Peters, Henry	Ontario	3 00	November.
827	Philp, Cornelius	Wellington	4 00	September.
828	Rankin, Arch	Lanark	8 00	March.
829	Roseburgh, M. M.	Huron	6 00	April.
830	Ryan, James S.	Hastings	6 00	October.
831	Rathwell, Saml.	Carleton	87 50	November.
832	Richardson, Henry	Essex	7 00	November.
833	Sutherland, Donald	York	6 00	January.
834	Smith, Primus C.	York	8 00	February.
835	Stuart, Alexander	Middlesex	7 00	February.
836	Steffins, J. W.	Ontario	6 00	March.
837	Sinclair, A. J.	York	4 00	April.
838	Simpson, Jno.	Wellington	6 00	April.
839	Stanton, J. H.	Durham	11 00	April.
840	Sellery, Samuel	Bruce	1 00	May.
841	Suckling, Alf. N.	Dundas	7 00	June.
842	Sangster, Chas. H.	Hastings	6 00	July.
843	Sanderson, L. D.	Peel	12 00	August.
844	Smith, Wm. Stewart	Frontenac	8 00	September.
845	Staples, Saml. G.	Wentworth	8 00	September.
846	Scott, Thos. W.	Middlesex	6 00	September.
847	Snyder, Edward	Waterloo	5 00	October.
848	Smellie, James.	Huron	6 00	November.
849	Smith, George	Oxford	7 00	November.
850	Scarlett, Geo. H.	Northumberland	9 00	December.
851	Sparham, Bayard E.	Grenville	3 00	April.
852	Turnbull, David	Haldimand	12 00	November.
853	Thompson, Alex.	Durham	5 00	March.
854	Vermilyea, Peter H.	Prince Edward	7 00	September.
855	Weagant, Clarence A.	Stormont	3 00	January.
856	Williams, H. F.	Middlesex	5 00	February.
857	Watt, James.	Victoria	2 00	March.
858	Wismer, J. A.	York	8 00	March.
859	Whiting, Richard	Huron	10 00	August.
860	Witmer, Moses	Waterloo	5 00	August.
861	Wager, Nelson	Lennox and Addington	8 00	September.
862	Whiting, John.	Norfolk	5 00	October.
863	Wiley, Thomas	Halton	4 00	October.
864	White, J. W.	Kent	5 00	November.
865	Watson, Joseph W.	Haliburton	1 00	November.
866	Wilson, Mrs. Margt., Widow of Robert Wilson, deceased	Lanark	26 70	June.
867	West, Robert L.	Carleton	12 00	July.
868	Young, Agnes, Widow of Robert Young, deceased	Bruce	20 08	March.
869	York, David.	Leeds	7 00	August.
870	Young, Myles	Huron	9 00	October.

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